Point Blank Music School - Access and Participation Plan 2025-26 to 2028-29

1. Introduction

1.1. About us

Point Blank Music School is an independent higher education institution based across two campuses in Hoxton, London in the UK. With Music Schools also located in, Los Angeles, Ibiza, Mumbai, and China, Point Blank fosters a global community of music industry professionals. Established in 1994 as a recording studio, Point Blank's journey into education provision arose from artists expressing interest in understanding how to operate music studio equipment. This led to the creation of intensive music production courses, forming the foundation of our educational provision. Our curriculum integrates professional, industry-relevant skills, reflecting our commitment to ensuring our graduates are career-ready upon completion of their programme.

Rooted in cutting-edge facilities and industry-centred pedagogy, our educational offering expanded from Further Education to Higher Education, online in 2012 and on-campus in 2016. Our integration of professional qualifications and short courses alongside Higher Education empowers students and staff to engage with a diverse range of topics, enhancing their skills and industry insight. We emerged from and continue to collaborate closely with the industry. Partnerships with industry giants like Pioneer DJ, Ableton, and Native Instruments offer students unparalleled access to current industry practices. This collaboration empowers students to lead positive change and succeed in a competitive field.

Currently, we have approximately 900 students on our Higher Education programmes in the UK, validated by Middlesex University. Our curriculum, tailored to music specialisms, includes disciplines such as music production, sound engineering, DJ performance, vocal performance, songwriting, music software engineering, radio broadcasting, and music business.

Our students are among the most satisfied in the country, giving us an 88% satisfaction score for 'teaching on my course' in the 2024 National Student Survey (NSS). We are also very proud to have received TEF Gold status in 2023, highlighting our commitment to providing an outstanding student experience. Furthermore, we were awarded the Technology Enhanced Learning Award at the Independent Higher Education (IHE) Awards 2023. This accolade is a testament to our unwavering dedication to providing exceptional education in the realms of music and technology. Winning this award is particularly noteworthy as it recognises educational institutions that excel in integrating technology to enrich learning experiences.

We pride ourselves on the diversity of our student community, with over three quarters of our students coming from backgrounds typically underrepresented in UK Higher Education. Over a quarter of our domestic students are disabled, have a long-term condition or specific learning need. Our student cohort becomes increasingly ethnically diverse year on year, which is testament to our targeted outreach work with schools, colleges, and the community over recent years. As one of our key tenets is to prepare students for a career in industry, and we are proud of our positive graduate outcomes. However, we recognise that there are improvements to be made in on-course stages of the student lifecycle, namely continuation and success. Our new APP will therefore focus on the student experience, sense of belonging and community, and inclusive practice.

At Point Blank, our course provision is wide-ranging. At our London campuses we offer a foundation year, traditional 3-year pathways, 2-year accelerated degrees, CertHE and DipHE. Our online school

offers a full 3-year BA and a CertHE option. Our in-person degree programmes scheduling is designed to enable learners to balance full-time study with other commitments such as part-time employment, childcare or other caring responsibilities. Our 3-year degree programmes timetables require students to be on campus for a maximum of 2 days per week, and our accelerated degree students are in 3 days per week. Our online degree is taught in our bespoke virtual learning environment through a mixture of live classes, 1-2-1s and on-demand learning materials, enabling students to complete a degree completely remotely. Our online students are supported by an Online School Co-ordinator who facilitates virtual social events, composition and sample challenges, and virtual academic workshops to ensure that our online students feel equally a part of the Point Blank community as our students in London.

1.2 Mission and Vision

Point Blank believes in the transformative power of music. Our mission is to empower the next generation of music professionals through world-class education, cutting-edge facilities, and unparalleled industry connections. Dedicated to fostering creativity, diversity, and innovation, Point Blank ensures its students remain at the forefront of the evolving music landscape.

Our vision is to enhance our reputation as a world leader in music education. We lead through innovation, anticipating the needs and requirements of the next generation of music professionals and the industry they are entering, rather than relying on past successes and traditional methods. We envision a future where Point Blank graduates are increasingly recognised for their expertise, creativity, and contributions to the music industry across the global stage. Through continuous evolution and a commitment to excellence, we strive to shape the future of music education and the industry at large.

Values

- **Excellence** – Our excellence was recently rewarded in our 2023 TEF Gold award. From award-winning courses taught by active industry professionals to state-of-the-art facilities, we are committed to delivering the best in music education.
- **Innovation** - The music industry is ever-changing, and we change with it. We pride ourselves on staying ahead of the curve by introducing new programs, leveraging the latest technologies, and ensuring our students are always prepared for successful careers in the industry. Our 2024 campus expansion will ensure that students are learning in an industry-standard environment, with access to cutting-edge immersive technology.
- **Creativity** - We help our students find their creative voices, nurture, and develop them, and watch them bring this creativity to the world.
- **Diversity** - Our expanding course portfolio reflects the diverse facets of the music industry and attracts a varied student body. We celebrate the richness this brings to our community, believing it fosters creativity and collaboration.
- **Global Perspective** - With campuses in London, Los Angeles, and China, we embrace a global outlook. We prepare our students for a connected world, ensuring they can thrive in any corner of the globe.
- **Community** - Point Blank is more than a school—it's a family. We aim to create a supportive and collaborative environment where every student, staff member, and graduate feels valued and empowered.
- **Industry Engagement -** Point Blank has deep roots within the music industry. From the active industry professionals who work and teach here to our record label and global partnerships,

we ensure our students have unparalleled access to real-world opportunities, insights, and experiences. We help our students discover their creative voices, foster their growth, and watch them share their creativity with the world.

2. Risks to equality of opportunity

After conducting our assessment of performance (see annex A) and reviewing the Equality of Opportunity Risk Register (EORR), we have identified the key risks to equality of opportunity that will be addressed through our APP.

In determining which risk areas to focus on in this Plan, we consider our size and discipline areas as key contextual factors. Almost 80% of our student population are representative of at least one of the target groups recognised as underrepresented in UK higher education by the OfS. However, as a smaller provider, the data we have drawn upon at a granular level is small and often supressed on the data dashboard, which makes statistical significance limited. This also limits our ability to make valid assessments and interpretations, particularly in exploring disaggregated data and intersections of characteristics. We have explored and provided assessment where we considered it meaningful. After undertaking our assessment of performance, and considering resource limitations, we are confident that we can make the most meaningful impact by focus on continuation and success stages of the student lifecycle.

2.1 Risk Area 1 – There is a risk that a lack of access to a range of appropriate support and resources, and inclusive experiences of higher education, may be affecting the continuation, completion, and attainment (First or 2:1) outcomes of students from the Global Majority (Black students, Asian students, and students from mixed and other minority ethnic backgrounds)

We have identified three indicators of risk that suggest these risks are occurring, as follows.

- There is a 13.3 percentage point (pp) gap over the last 4-year aggregate data (2018-19 to 2021-22) in the achievement of a First or 2:1 degree outcome between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers.
- There is an 8.8 percentage point (pp) gap over the last 4-year aggregate data (2017-18 to 2020-21) in continuation outcomes between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers.
- There is a 21.4 percentage point (pp) gap over the last 4-year aggregate data (2017-18 to 2020-21) in completion outcomes between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers.

Along with education sector and industry evidence (see Annex B), our institutional experience and student consultations suggest that these differential student outcomes may primarily be a result of EORR Risk 1 (knowledge and skills), EORR Risk 6 (insufficient academic support) and Risk 7 (insufficient personal support). In consultations, we have also identified that sense of belonging, mattering and fit is a key issue for the target group, and therefore we consider 'access to inclusive experiences of higher education' as a risk that intersects with Risks 6 and 7 in our context. Detail of these risks are as follows:

- Risk 1 (knowledge and skills). While this risk is situated in the pre-enrolment phase (access), we consider that it has on-flowing effect on the continuation and success outcomes of students. Pre-entry preparation and knowledge, including that of the 'hidden curriculum,'

expectations and protocols for higher education study, and the range of academic skills required for higher education including metacognitive skills, are essential for effective onboarding, settling in and starting with success. Limits on such knowledge and skills places students at a disadvantage, as they play 'catch up' across their transition-in, which is more likely to result in increased academic pressure, stress and anxiety, impact sense of belonging and fit, and result in disengagement from study and/or social and community aspects of the student experience. We therefore consider outreach work and pre-enrolment preparation to be essential in addressing our on-course targets, as part of a whole-lifecycle approach to improvement.

- Risk 6 and 7 (insufficient academic and personal support). We are committed to contributing to this work by better understanding the reasons for this gap at Point Blank and addressing performance in this area as a commitment in this Plan. Our evidence and consultations suggest that lower levels of preparedness for academic study are also impacting on continuation and attainment for this group, who are more likely to have experienced inequitable access to pre-enrolment advice and guidance, and opportunities for knowledge and skill acquisition. Whilst on programme, a need for events and societies to support new students to feel included within the student community has been raised in consultations with students, as well as via Module and Programme feedback and the PB Annual Student Survey. Such support enables effective transitions and settling into higher education, with peer relationships built that subsequently impact on the continuation and achievement outcomes for target groups. Anecdotal evidence from staff involved in planning and running extracurricular events and activities suggests that students from the global majority are less likely to engage with these initiatives. We commit to improving our understanding of the reasons for this and increasing the evidence base in this area throughout the duration of this plan.

- PB Risk (access to inclusive experiences of higher education). We consider our context in music education, where there is broad underrepresentation of non-white students at all levels, as amplifying this risk and student's sense of belonging and fit. Consultation with student representatives has highlighted that some students from the global majority feel a lesser sense of belonging within the overall student community than their white peers. Through continued consultation with students from the global majority, we will strengthen such networks and ensure a continuous feedback loop through staff-student working groups, peer networks and societies, and extracurricular events and activities.

Practices to strengthen inclusive curriculum, pedagogy, and assessment, as well as targeted outreach and transition support, improving sense of community and belonging, ensuring diversity of role models, and staff training and development, are therefore the key foci of Intervention Strategy 1.

2.4 Risk Area 2 – There is a risk that cost pressures, access to appropriate support and resources, and subsequent mental health concerns may be affecting continuation outcomes for the most socioeconomically disadvantaged students.

We have identified one indicator of risk that suggests these risks are occurring, as follows.

- There is a 5-percentage point (pp) gap over the last 2-year aggregate data (2019-20 to 2020-21) in continuation outcomes between students from the most disadvantaged backgrounds (IMD Quintile 1) and their more advantaged peers (IMD Quintile 5).

Along with education sector and industry evidence (see Annex B), our institutional experience and student consultations suggest that these differential student outcomes may primarily be a result of EORR Risk 10 (cost pressures) and associated impact relating to Risk 8 (mental health). Also of relevance are Risk 6 (insufficient academic support) and Risk 7 (insufficient personal support). Detail of these risks are as follows:

- Risk 10 (cost pressures). The ongoing cost of living crisis continues to particularly affect our students. Having conducted an evaluation of our financial support offer, we submitted a variation to our existing plan in order to tailor our financial support package to ensure that those most in need were in receipt. Non-attendance to lectures and extra/super-curricular activities is often due to travel costs and/or a necessity to prioritise paid employment. Taking the student feedback from the financial support review alongside other surveys and focus groups related to attendance and part-time work, it is clear that we need to further enhance this, and we have addressed this in Intervention Strategy 2.

- Risk 8 (mental health). We are cognisant of the onflow impact of cost pressures, which can lead to additional mental stress and a decline in wellbeing. This is twofold, where access to basic needs cannot be met and the pressure to take on additional paid work compounds this leading to anxiety and stress regarding engagement with study and assessments. Student surveys commissioned during 2022-23 showed that 75% of respondents who undertook paid work said that they felt it impacted their studies. 42% reported that they have missed at least one lecture or class in order to undertake paid work. Regardless of the effects on their studies, students felt paid employment was important to their ability to continue financially at Point Blank. This is coupled with a large proportion of respondents reporting that they have been affected by the increased cost of living during 2022-23. 78% reported that it was moderately or very important to have a paid job to help to financially continue at Point Blank and 73% of respondents reported that they have been affected by the increasing cost of living during 2022-23.

- Risk 6 (academic support). There is a strong evidence base to suggest that disadvantaged and underrepresented students have less access to HE-experienced guidance helping to navigate HE studies. Not all students enter with the skills to succeed in higher education (Thomas 2012). Students may not have had previous experience of HE-type assessments and often enter higher education requiring support with academic writing, referencing. A lack of understanding of the academic requirements at HE-level can lead to imposter syndrome and poor mental health (Trowler 2010). Successful transition through university depends on feelings of belonging and engagement with studies. Independent learning is a crucial component of HE level education, but what this means is often not (made) clear to students, particularly those from lower socioeconomic backgrounds (Macaskill and Taylor 2010). At Point Blank, we notice that factors most likely to affect students from areas of socioeconomic disadvantage, such as being first in the family to experience HE or disengagement with academic studies during COVID lockdowns, and have therefore considered pre-enrolment, transition, and early intervention at L4 as key elements of Intervention Strategy 2.

- Risk 7 (personal support). As a small and specialist institution, our personal and academic support are very closely linked, and our academic and support staff are well-placed to understand the needs of individual learners. We consider many of the contributing factors to Risk 6 to also be applicable to Risk 7, for students from lower socioeconomic backgrounds. In addition, the development of effective social networks can be crucial in supporting integration and a sense of fit (McFarlane 2018). There is a difference between students who have ready

access to HE-experienced personal support and those who do not. Personal support, for example via Personal Tutors, can support student transition, success, and outcomes (Barefoot 2000; Yale 2019). It can also help increase and maintain student motivation (Cokely 2000). Personal tutoring can help students make connections between the different elements of the HE academic experience (Stevenson 2009). We have therefore included a review of the pastoral elements of our tutoring system, timely attendance monitoring, and holistic and individualised support as key elements of Intervention Strategy 2

Other risks

When determining which risk areas to prioritise in the APP, we considered our context as a small and specialist provider with a focus on the music and creative sectors. Our smaller scale means we work with limited cohort data, constraining our data analysis and the statistical significance of our conclusions. This also impacts our capacity to make precise evaluations and interpretations, particularly when examining disaggregated data and intersections of underrepresented characteristics. We have conducted a full assessment of both publicly available and internal datasets and opted to focus on areas where we aim to make the most meaningful impact.

In respect of our specialist provision, we note the systemic challenges present in arts education and in the creative industries which pose clear risks to equality of opportunity. The quality and availability of music provision in schools varies nationally and there is a broad de-prioritisation of creative arts subjects on the national curriculum. This is further impacted by government rhetoric regarding the perceived value of studying creative subjects at further and higher education level. Music Education Hubs have faced a long-term funding freeze, impacting the level of support they are able to provide to teachers, learners, and the wider community. Music teachers are increasingly concerned about the viability of their Level 2 and Level 3 provision due to low uptake and there is a broad lack of awareness and understanding amongst school pupils of the wide range of careers that exist within our industry. We will therefore prioritise working with key stages 3 and 4 as well as teachers and careers advisers, to ensure that information, advice, and guidance is relevant to industry.

Furthermore, the ongoing impact of the Coronavirus pandemic will persist throughout the lifetime of this plan, potentially posing risks to equality of opportunity to all students at every stage of the lifecycle. We will aim to better understand these risks, which we know disproportionately affect underrepresented and socioeconomically disadvantaged students, through ongoing evaluation and our collaborative work with other similar providers through the SEER network.

With regards to our care experienced and estranged learners, our datasets are extremely small, and we are therefore unable to identify potential gaps in equality of opportunity. However, we understand the barriers faced by care experienced and estranged students in higher education and have introduced an enhanced bursary, as well as further prioritisation of care experienced students for opportunities whilst on programme. We have signed the Care Leaver Covenant and work closely with virtual schools to ensure that our support is appropriate and that our support offer is clearly communicated to prospective students.

3. Objectives

Through our assessment of performance, we have identified several indications of risks. Our APP will address three of these indications of risks to equality of opportunity through activities embedded across the student lifecycle.

Reference (Table 5d, Annex C)	Objectives	Intervention Strategy
PTS_1	**Objective:** To reduce the awarding gap between students from the global majority and their white peers, seeking to eliminate this gap within the next decade. We will achieve this by: • Ensuring students are prepared for and able to navigate the transition to HE-level study • Increasing sense of belonging and celebrating diversity • Ensuring all students feel represented in the curriculum and learning materials	IS1
PTS_2	**Objective:** To reduce the continuation gap between students from the global majority and their white peers, seeking to eliminate this gap within the next decade. We will achieve this by: • Ensuring students are prepared for and able to navigate the transition to HE-level study • Increasing sense of belonging and celebrating diversity • Ensuring provision of timely, targeted pastoral and academic support	IS1
PTS_3	**Objective:** To reduce the completion gap between students from the global majority and their white peers, seeking to eliminate this gap within the next decade. We will achieve this by: • Ensuring students are prepared for and able to navigate the transition to HE-level study • Increasing sense of belonging and celebrating diversity • Ensuring provision of timely, targeted pastoral and academic support	IS1
PTS_4	**Aim:** To eliminate the continuation gap between students from the most socioeconomically disadvantaged and students from the least socioeconomically disadvantaged backgrounds by 2028-29. We will achieve this by: • Providing appropriate financial and resource support • Providing targeted pre-enrolment transition support • Providing targeted and timely on-programme support, particularly in first term of L4	IS2

4. Intervention strategies and expected outcomes

4.1 Intervention Strategy 1: Building a more inclusive student experience and improving sense of belonging for students from the Global Majority.

Objective and targets
Objectives:

To reduce the awarding gap between students from the global majority and their white peers, seeking to eliminate this gap within the next decade.

To reduce the continuation gap between students from the global majority and their white peers, seeking to eliminate this gap within the next decade.

To reduce the completion gap between students from the global majority and their white peers, seeking to eliminate this gap within the next decade.

Targets (see Annex C, Table 5d for full targets and milestones):
(PTS_1) To reduce the gap in the achievement of 'good degree outcomes' (First and 2:1 awards) between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers from 13.3 percentage points (pp) (4-year aggregate) to 7.5pp by 2028-29

(PTS_2) To reduce the continuation gap between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers, from 8.8pp to 5pp by 2028-29.

(PTS_3 To reduce the completion gap between students from the global majority and their white peers from 21.4pp to 15pp by 2028-29

Risks to equality of opportunity: Insufficient academic support; insufficient personal support; PBMS Risk (access to inclusive experiences of higher education).

Evidence Base
We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, plus a range of other research and best practice references. Empirical research of the impact of active engagement with music (as well as creative subjects more broadly) on school-and pre-university level students (14-19 year olds) has revealed positive effects on the students' language development, literacy, numeracy, measures of intelligence, general attainment, creativity, motor-coordination, spatial orientation, concentration, confidence, social skills, teamwork, self-discipline, and mental health (e.g., Hallam, 2010; Hampshire & Matthijsse, 2010). Most of those positive effects have been reported specifically for learners from disadvantaged backgrounds (Youth Music, 2011). Yet, opportunities for young people to study creative subjects, including music, at school have been diminishing over the past decade, primarily due to policy and funding changes in compulsory education (Ashton and Ashton, 2023); Broadhead, 2022). Lack of opportunities to engage with and learn about / in creative subjects, including music, is a highly likely contributing factor to the persistent outcomes gap between disadvantaged young people and their more advantaged peers (EPI, 2020).

Evidence suggests that linking current academic studies with an individual's future ambitions can increase student motivation and engagement with academic work (EEF, 2016; Midgley et al., 2000). The importance of effective careers education, information advice and guidance (CEIAG) We also draw on the evidence that teaching young people academic skills such as metacognition, and self-regulation can improve their attainment outcomes by encouraging them to self-reflect on how they learn best (Hattie, Biggs, Purdie 1996; Mannion & Mercer, 2016; EEF, 2021). Use of ambassadors is also found to be effective (Austin & Hatt ,2005). Our literature review also highlights that providing careers education, information, advice and guidance (CEIAG) helps students make more informed decisions (TASO, 2023) and provides students with guidance that may not otherwise have been available to them (Thomas and Quinn, 2007). This is even more the case for specialist subjects such as creative arts (PEC, 2020). Within this, we seek to personalise support where possible (UCAS, 2021). See Annex B for further information.

Belonging is a theme that runs across IS1 and 2 and is a crucial fundamental to student accessing, succeeding and progressing on from higher education. The evidence suggests that there is an emphasis on building a social network as part of a successful transition (Boulton, 2022) and that creating these opportunities in paramount. Achieving a strong social network associates positively not only with belonging but with increases in social capital and academic success (Lotkowski, 2004).

In addition, a large amount of the activity in IS1 has been based on the feedback report from our Students of Colour Network, which was largely focused on the sense of belonging, peer networks and societies, as well as a lack of non-Western musical influences within certain elements of the curriculum. Our Students' Union officers have a standing item on the agenda at termly Access and Participation Steering Group meetings and are consulted annually on APP progress. Their feedback suggests that celebrating diversity and inclusion through events and student networks are of particular interest to the wider student body.

Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

Publication Plan

Format of findings	When findings will be shared
We will produce an annual summary progress and review report, which will: Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes. Capture learning and insights that inform practice improvements and any appropriate changes and developments. Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually via Access and Participation Steering Group.
We will produce an 'Evaluation to Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshop and events hosted by networks such as SEER, NEON, Linking London, UK Music, IHE, GuildHE or local Music Education Hub networks.	At minimum, every 2 years, starting from 2025-26.

We will contribute to other calls for evidence, such as through TASO	As they arise, at minimum every 2 years.

Activity	Inputs	Outcomes	Evaluation

School/College/ Community outreach: Pre-16 Attainment Support.
 	
Digital Learning Hub for teachers and pupils with on-demand lessons and activities to support GCSE curriculum, increase awareness of careers in the music industry and improve confidence and preparedness for HE studies.
 	
Teacher CPD for upskilling music educators in schools with above average % of pupils from the global majority, in areas of music technology and understanding of careers within music industry.
 	
New Activity
	WP Manager
	
	WP Coordinators 2 x 0.2 FTE
	
	Head of Education and Curriculum
	
	Marketing and Comms
	
	Student Ambassadors
	
	Travel costs
	
	Equipment
		<u>Intermediate outcomes</u>
		
		- Improved awareness of linkages between self-perceptions about academic abilities and confidence and progression to HE.
		- Increased knowledge of HE pathways and the HE application process.
		- Increased knowledge of financial support and student loans.
		- Improved confidence and preparation for HE selection process.
		- Improved confidence and knowledge in Music HE pathways.
		- Improved support and development through the network.
		
		<u>Longer-term Outcomes</u>
		
		- Improved engagement with PBMS
			Process Evaluation
			
			- Data Analysis: Number and % of pupils at partner schools and colleges with target characteristics (T1).
			- Output analysis: the number of schools /colleges and third parties in a relationship. (T1)
			
			Impact Evaluation
			
			- Surveys and focus groups or interviews with partners to:
			    o Understand the effectiveness of the relationship and whether agreed goals / expectations were met. (T1, T2)
			    o Identify further opportunities. (T2)
			    o Draw out deeper understanding about challenges and what works. (T1, T2)
			- Surveys include a baseline survey and thereafter surveys each academic year to measure changes and development of the partnerships. Comparative analysis of data over the surveys will determine how the activity has met the intended outcomes over time. (T2)

School/College/ Community outreach: Careers Education, Information, Advice and Guidance for prospective students.	WP Manager	Intermediate outcomes	Process Evaluation
Workshops and activities for KS3 – KS5 learners in schools with a high % of pupils from the global majority. This activity will be age-appropriate and will focus on preparation for studying at higher education level, information regarding support available at HE, and raising awareness of the broad range of careers within the music industry. Provision of equipment to selected local schools To enable schools to facilitate technology-based elements of GCSE Music curriculum, particularly using technology in composition, and DJing as performance assessment element. We will aim to engage 10 x schools/colleges with KS5 activity, and 5 x schools per year with KS3-4 activity.	WP Coordinators 2 x 0.2 FTE Head of Education and Curriculum Marketing and Comms Student Ambassadors Travel costs Equipment	• Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in music learning. • Improved self-perceptions about academic abilities and confidence. • Improved sense of belonging in HE /pathways to HE. • Increased knowledge and awareness of HE. • Increased knowledge of HE pathways and the HE application process. • Increased knowledge of financial support and student loans. • Improved confidence and preparation for HE selection process. • (Practitioners) Improved confidence and knowledge in Music HE pathways.	• Data analysis: Number and % of pupils attending activities with target characteristics (T1). • Output analysis: the number of activities delivered (T1). • Output analysis: the number of practitioners part of the Network (T1). • Output analysis: the number of events delivered for the Network(T1). • Annual end-of-year Teacher/Staff/Practitioner Survey exploring whether content was appropriately aligned to School curriculum LOs and Gatsby Benchmarks (T1). • Post-activity polls gathering stakeholder (practitioner and students) experiences and perceptions (T2). **Impact Evaluation** • Baseline and annual student survey exploring interim outcomes and perceptions of Improved creative skills outcome (T2). • Annual end-of-year Teacher/Staff/ Practitioner Survey exploring: (a) perceptions of achievement of interim outcomes for students; and (b) interim outcomes for practitioners (T2). • 2-3 student focus groups per annum from 2025-26, to explore themes from surveys (T2). • Data Analysis: analysis of predicted grades and/or mock assessments (T2).

New activity and Development of existing activity		• (Practitioners) Improved support and development through the network.
		
		Longer-term Outcomes
		
		• Sustained engagement in music education
		• Improved grades in music education
		• Improved creative skills.
		• Applications to HE.
		• Offers from HE providers.
		• Enrolments in HE.
			• TBC: Subject to availability of school data and timing, could include:
			    o Analysis of mock v. predicted exam results.
			    o Analysis of pre/post mock assessment results
			    o Tracking participant results / predicted results across year groups.
			• (Y12-13 cohorts) Data Analysis: Number and % of participants:
			    o Applying to HE
			    o Receiving offers from HE providers
			
			At present, we do not have a mechanism for tracking student enrolments into HE, particularly due to the associated costs. We will explore this collaboratively with our SEER partners in 2024-25.

Belonging, inclusion and celebrating diversity Framework and activities to further enable Student Societies and Students' Union initiatives. Encouraging students to spend time on campus – holding space for events and initiatives to celebrate the diversity of our student cohort.	Student Experience Team Careers and Engagement Manager time WP Manager	**Intermediate outcomes:** • Identification of relevant and interested student communities. • Effective (targeted, positive, structural, sustainable) relationships and partnerships. • Improved connections and engagement between students, particularly amongst diverse groups.	**Process Evaluation** • Output analysis: the number of relationships with other student groups/ associations/ Unions (T1) • Output analysis: the number of activities delivered (T1) • Focus groups / roundtable gathering student reflections on experiences and perceptions about involvement in the community. (T2) **Impact Evaluation** • Survey (drawing on, for example, the Warwick-Edinburgh Mental Wellbeing Scale) and/or creative focus groups with engaged students to:

Use of digital platforms to enhance community and sense of belonging for both London and Online HE students. Convene student working group to improve institutional understanding of lived experiences of students from the global majority and make recommendations accordingly. *New Activity*	Students' Union Student Societies	**Outcomes:** • Increased student sense of belonging. • Increased presence on campus • Improved student emotional and mental wellbeing. • Increased continuation rates for target students.	o Understand the effectiveness of student communities in promoting increases in sense of belonging and emotional and mental wellbeing (T1, T2). • Data analysis: continuation rates by target groups (T2). • Development of a case study of practice and outcomes (T1, T2). • Qualitative feedback sessions with students – semi-structured interviews that will be codified and analysed within the overall report.
Staff Learning and Development Academic Staff Improve the accessibility of our curriculum to enable students to see themselves reflected in the curriculum. Challenge staff conscious and unconscious biases and improve cultural sensitivity through training initiatives and staff/student networks, supported by external expert organisations.	% of Head of Education and Curriculum time % of Programme and Module Leaders' time	**Intermediate Outcomes** • Increased staff awareness of inclusive practice and universal design. • Improved staff knowledge and confidence in range of AP and EDI areas and effective support for students. • Teachers feel supported in their teaching and professional development. **Longer-term Outcomes** • Increased staff confidence in discussing topics and	**Process Evaluation** • Data Analysis: Number of staff participating in training (T1). • Output analysis: Number of training sessions run (T1). • Data analysis: Monitoring student complaints data (T1). • Post-training feedback survey (T1). **Impact Evaluation** • Annual end-of-year Staff Survey exploring confidence in EDI and AP areas and in providing effective and tailored student support to meet diverse needs (T2). • Data Analysis: continuation and completion rates by target groups (T2).

		embedding inclusive practice in their work. • Improved staff understanding of student experiences and challenges affecting student outcomes; and strategies for effective support.	
Improve lecturers' awareness of students' individual circumstances through at-risk trackers/register flags/reasonable adjustments. Provision of information to lecturers relating to support services to ensure timely intervention. Adding the requirement for an EDI impact assessment within the documentation included in all new programme, module, and assessment development. *New activity and Development of existing activity*	Staff Development Coordinator External training delivery costs		
<u>All Staff</u> Access and Participation Handbook and training as part of induction Upskilling in areas related to access and participation broadly, including	% of Head of Education and Curriculum time % of Programme	**Intermediate Outcomes** • Increased staff awareness of inclusive practice and universal design. • Improved staff knowledge and confidence in range of AP and EDI areas and effective support for students.	**Process Evaluation** • Data Analysis: Number of staff participating in training (T1). • Output analysis: Number of training sessions run (T1). • Post-training feedback survey (T1). **Impact Evaluation**

unconscious bias and cultural sensitivity. Sharing of and learning from good practice through professional membership of external organisations supporting EDI. *New and Existing Activity*	and Module Leaders' time Staff Development Coordinator External training delivery costs	• Teachers feel supported in their teaching and professional development. **Longer-term Outcomes** • Increased staff confidence in discussing topics and embedding inclusive practice in their work. • Improved staff understanding of student experiences and challenges affecting student outcomes; and strategies for effective support.	• Annual end-of-year Staff Survey exploring confidence in EDI and AP areas and in providing effective and tailored student support to meet diverse needs (T2). • Data analysis: Monitoring student complaints data (T1). • Data Analysis: continuation and completion rates by target groups (T2).
Strategy to ensure diverse role model representation of industry speakers, masterclasses mentors etc. Consultation with industry partners re. EDI/CSR commitments. Access to role models through industry networks and mentoring.	% of Careers and Engagement Manager time Students' Union Student Societies	**Intermediate outcomes** • In collaboration with students, identification, and roll-out of a range of activities. • Improved connections and engagement between students and industry, particularly amongst underrepresented groups. **Longer-term Outcomes** • Increased student sense of belonging.	**Process Evaluation** • Output analysis: the number of activities (T1). **Impact Evaluation** • Survey (drawing on, for example, the Warwick-Edinburgh Mental Wellbeing Scale) and/or creative focus groups with engaged students to understand the effectiveness of campaigns in promoting increases in sense of belonging and emotional and mental wellbeing (T1, T2). • Data analysis: continuation rates by target groups (T2).

Student and alumni-led events/societies to celebrate diversity. *Development of existing activity*		• Improved student emotional and mental wellbeing. • Increased continuation rates for target students.	
IS1 approx. costs: £186,000 per year			

4.2 Intervention Strategy 2: Targeted transition and on-programme support for the most socioeconomically disadvantaged students.

Objective and targets

Objective: To eliminate the continuation gap between students from the most socioeconomically disadvantaged and students from the least socioeconomically disadvantaged backgrounds by 2028-29.

Targets (see Annex C, Table 5d for full targets and milestones):
(PTS_4) To eliminate the continuation gap* between students from the most socioeconomically disadvantaged backgrounds (IMD Q1), compared to students from the least socioeconomically disadvantaged backgrounds (IMD Q5) by 2028-29. *Currently 5 percentage points (pp), 2-year aggregate*

Risks to equality of opportunity: Cost pressures; Mental health; Insufficient academic support; Insufficient personal support;

Evidence Base
We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, plus a range of other research and best practice references.

The enhancement of our financial support offer in IS2 is as a direct result of feedback via the financial support evaluation, and consultations with students around timetabling and scheduling, where feedback highlighted that 75% of respondents who are in paid employment felt that it impacted their studies, and 42% reported that they have missed at least one lecture/class in order to undertake paid work. Iterative evaluation has led to evidence-informed practice to meet the evolving needs of our students, and we will continue to involve students in the evaluation of intervention strategy activity outlined in this plan. Sector research highlights the benefits of financial support on continuation and completion rates (TASO, 2024 and OfS, 2024). Being in receipt of financial support can improve the ability of a range of elements, including being able to focus on studies, engage in social elements and increase the sense of belonging and mattering of students (Thomas, 2012). Literature also suggests that reduces also the need to work in term time (Kaye, 2021), however due to the cost-of-living crisis we are monitoring this internally.

As highlighted in IS1, transitional support is crucial to success. Research highlights that students need information, advice and guidance to make effective decisions about their education (Haynes et al, 2013). This information, advice and guidance varies substantially depending on context and this can have effects on students' behaviour and decision making, for example, first generation students often receive less parental support (DfE, 2009). Therefore, ensuring that students are provided with as much information as possible during the transition can have a multitude of benefits. For example, support programmes before and during the first year in HE have been shown to have small positive effects on continuation and belonging (Beard et al, 2023) and providing support during application, pre-enrolment, and through a structured induction impacts positively on continuation and can have a small positive uplift on student attainment in the first year (Blake et al, 2022).

While on course, personalised and sustained support can have a positive impact on student success. Students may have a variety of expectations and assumptions about the academic nature of higher education so providing a space to address this in Level 1 is crucial (Ryan & Glenn, 2002). Failure to

effectively manage student expectations has been evidenced to lead to drop out so addressing this is a priority (Nicholson, 2013).

Finally, independent learning is a crucial component of HE level education (Fazey & Fazey, 2001), but what this means is often not (made) clear to students. This can be through a variety of methods, from academic workshops to support services.

Evaluation
Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

Publication Plan

Format of findings	When findings will be shared
Impact of financial support evaluation	Annually
We will produce an annual summary progress and review report, which will: Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes. Capture learning and insights that inform practice improvements and any appropriate changes and developments. Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually via Access and Participation Steering Group.
We will produce an 'Evaluation to Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshop and events hosted by networks such as SEER, NEON, Linking London, UK Music, IHE, GuildHE or local Music Education Hub networks.	At minimum, every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO	As they arise, at minimum every 2 years.

Activity	Inputs	Outcomes	Evaluation
Financial Support Bursary Scheme / Financial Assistance Fund. Training for all prospective student facing staff to improve institutional understanding of our financial support offer. Information provision - resources, handouts, prospective student-facing presentations. *Development of existing activity*	WP Manager Finance Team Course Advisers Admissions Student Recruitment and Outreach BAS	**Intermediate outcomes:** • Improved student emotional and mental wellbeing, linked to financial security. • Student's financial needs are supported. • Students able to participate in various academic and social facets of university life (positively impacting sense of belonging). • Job/ income pressure is decreased. **Outcomes:** • Increased continuation and completion rates for target students. • Increased attainment rates for target students.	**Process Evaluation** • Data Analysis: Number and % of students receiving bursaries (T1), analysed by student characteristics. • Output Analysis: Total spend on bursaries, including by student characteristics. (T1) • Poll gathering bursary holders' experience and perceptions (students and staff) of the process / allocation. (T2) **Impact Evaluation** • As per relevant parts of the OfS *Evaluating the Impact of Financial Support* toolkit, every two years from 2024-25.
Open Days and Offer Holder Days Event for offer holders to meet with potential future peers, experience taster lectures, meet academic and support staff, targeted support for parents/supporters. *Development of existing activity*	Course Advisers Student Recruitment and Outreach Officer Student Ambassadors Staff training/development	**Intermediate outcomes:** • Increased knowledge and awareness of HE. • Increased knowledge and awareness of job opportunities in the creative industries. • Increased knowledge of HE pathways and the HE application process. • Increased knowledge of financial support and student loans. • Improved confidence and preparation for HE selection process.	**Process Evaluation:** • Data analysis: Number and % of pupils attending activities with target characteristics. (T1) • Output analysis: the number of activities delivered per school/college. (T1) • Annual end-of-year Teacher/Staff Survey exploring whether content was appropriately aligned to Gatsby Benchmarks. (T1) • Post-activity polls gathering stakeholder experience and perceptions (students and staff). (T2)

		• Improved motivation and engagement in learning.
		 • Improved self-perceptions about academic abilities and confidence.
		 • Improved sense of belonging in HE / pathways to HE.
		 Outcomes:
		 • Offers being accepted from HE providers.
		 • Enrolments in HE.
			Impact Evaluation:
			 • Baseline and annual student survey exploring interim outcomes. (T2)
			 • Annual end-of-year Teacher/Staff Survey exploring perceptions of achievement of interim outcomes for students. (T2)
			 • (Y12-13 cohorts) Data Analysis: Number and % of participants:
			   ○ Applying to HE
			   ○ Receiving offers from HE providers

Transition to L4 Student's Union led workshops for students in term 1 to encourage societies and peer networking. Resources co-created with students e.g. budgeting tips, managing assignment expectations. *New Activity*	Student Experience Officer Students' Union Student Ambassadors	**Intermediate outcomes:** • Improved student emotional and mental wellbeing throughout the student journey • Student's financial, social, and academic needs are supported. • Students able to participate in various academic and social facets of university life (positively impacting sense of belonging). **Outcomes:** • Increased continuation and completion rates for target students. • Increased attainment rates for target students.	**Process Evaluation:** • Data Analysis: Number and % of pupils engaging and % of pupils with target characteristics. (T1) • Output analysis: Number of sessions run. (T1) • Some post-activity polls gathering student experience and perceptions. (T2) **Impact Evaluation:** • Baseline and annual student survey exploring perceptions and confidence in respect of academic skills. (T2) • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: module attainment and attainment (degree outcome) by target students. (T2) • *If possible:* Comparative analysis of outcomes (continuation, completion,

			attainment) between students who have engaged with (extra-curricular) academic support and those who have not. (T2 à T3
Personalised and sustained support Review of personal tutoring to include tailored pastoral and transition to HE support in term 1 of Level 4. Academic Support Workshops. Support services will be continuously improved using findings from ongoing monitoring and evaluation. *New and Existing Activity*	Academic Engagement Team Lecturers/Personal Tutors SEER	**Intermediate outcomes:** • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities and confidence. • Improved module/ assessment grades. **Outcomes:** • Improved continuation rates for target students. • Improved completion and attainment rates for target students.	**Process Evaluation:** • Data Analysis: Number and % of pupils engaging and % of pupils with target characteristics. (T1) • Output analysis: Number of sessions run. (T1) • Data analysis: Analysis of referrals vs self-sign up for extra-curricular activities, by student characteristics. (T1) • Some post-activity polls gathering student experience and perceptions. (T2) **Impact Evaluation:** • Baseline and annual student survey exploring perceptions and confidence in respect of academic skills (linked to Educational Gain project). (T2) • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: module attainment and attainment (degree outcome) by target students. (T2) • *If possible:* Comparative analysis of outcomes (continuation, completion, attainment) between students who have engaged with (extra-curricular) academic support and those who have not. (T2 & T3)

Student progress tracking and monitoring	Academic Engagement Team	Intermediate outcomes	We will run a small staff review evaluation that
Student progress tracking and monitoring Attendance tracking and targeted check-ins. Introduction of self-assessment questionnaire, timely provision of information about support services, triage etc. Holistic support - signposting/triage and raising awareness of support services, both internal and external at early intervention points. Educational gain project (longer term project with SEER support) *New activity*	Academic Engagement Team Lecturers/Personal Tutors Student Experience Team Disability Support Co-ordinator	**Intermediate outcomes** - Early identification of students at risk of discontinuing, not completing or not achieving a good degree outcome. Identification of target groups at risk. - Proactive monitoring of and support provided to identified at-risk (target) students **Outcomes** - Improved number of 1st attempt assessment submissions. - Improved module / assessment grades. - Improved continuation rates for target students. - Improved completion and attainment rates for target students. - Improved utility of analytics to inform understanding of patterns of behaviour and effects on learner outcomes.	We will run a small staff review evaluation that considers the effectiveness and value of, and desired improvements to, the Student Engagement Monitoring and Interventions system. This is likely to include a Staff Survey and Action Learning. (T1, T2).
IS2 approx. costs: £155,000 per year, excluding financial support costs outlined in Section 8.			

5. Whole provider approach

We take a whole provider approach (WPA) to access and participation, which we have considered under this Plan via participation in emerging research on the WPA, working with our SEER colleagues and led by Professor Liz Thomas[1]. We have evaluated our current WPA context and identified areas where we can go further, as part of the commitments in this Plan. The following provides a summary against the key domains in the WPA approach.

5.1 Our institutional journey

We have a history of genuine commitment to access and participation, as evidenced in our previous Access and Participation Plan. In this plan, access was a prominent focus. Point Blank has had a number of outreach initiatives in place since 2020, aimed at increasing access to the institution for students from underrepresented groups; namely disabled students, students from the global majority, and students from lower socioeconomic backgrounds. Since the implementation of our inaugural Access and Participation Plan, we have seen a 6% increase in students from IMD Q1/2, a 10% increase in the proportion of students from the global majority, and a 9% increase in the proportion of disabled students studying with us. Collaboration between Marketing and Comms, Student Recruitment and Events, Careers, Student Experience, and Education and Curriculum, was key to ensuring that our objective to diversify our student cohort was realised.

We now maintain a focus on areas where we have enduring gaps, which are key feature in this plan. Our focus is therefore at the on-course success phase, with a sharpened focus on improving continuation and attainment outcomes. The intervention strategies are intended to build on our recent TEF Gold Award, with continuation and success initiatives being incorporated into strategic plans for all departments and at every stage of the student journey. We believe that much of the project work we plan to undertake as part of our intervention strategies will benefit all students, with targeted elements appropriate to narrow the gaps we experience for particular student groups, as referenced in the plan. Our APP objectives will be monitored at all appropriate board, steering, and working group levels, ensuring that a whole provider approach is taken, and that all staff are aware of their individual and team contributions to making positive steps towards achieving them.

5.2 Our institutional and senior leadership commitment

Our 4-year strategic plan outlines our dedication to fostering creativity, diversity, and innovation. Point Blank has and will continue to ensure its students are at the forefront of the evolving music landscape. As we grow, we are clear in our intentions to reflect the diverse facets of the music industry and to celebrate the richness this brings to our community, placing an utmost importance on creativity and collaboration by bringing together students from diverse cultural and social backgrounds.

Senior leaders are committed to supporting our Access and Participation plan objectives and have experience of being engaged and contributing to the agenda from its inception at Point Blank. Senior leader level membership of the Access and Participation Steering Group (APSG) includes the Managing Director, General Manager, Head of WP, Head of Marketing and Comms, Registrar, Head of Education and Curriculum and the Head of Data and Insight. This ensures that strategic oversight of

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[1] Thomas, L. (2024) WPA support programme. CRESJ, University of York.

the plan is cross-departmental, and that risk and opportunities relevant to the experiences of students from underrepresented groups can be raised.

5.3 Our WPA student experience: Working across the student lifecycle and experience for all students

All of our courses are taught by expert lecturers who currently work within the music industry, with small classes (16 max) facilitating an environment where students build strong relationships with their lecturers and feel supported in their learning.

Our long-established partnerships with manufacturers including Pioneer DJ, Ableton and Native Instruments enable us to offer our students access to industry-standard equipment and experiences. Working closely with those at the forefront of the industry empowers our students and graduates to shape the future of the industry by leading positive change and helps them to find success in a highly competitive field.

Point Blank is undergoing a large campus expansion, with our new campus due to open in September 2024. The campus expansion project is a multi-million-pound investment in our physical learning environment funded entirely by Point Blank Music School. This project is focussed on making major enhancements to the student experience including:

• Library – we have made provision for an upgraded library facility including apportioning an increased budget to this area for books, industry periodicals, and academic journals. This is a more 'typical' library space where students can study quietly and independently. We have consulted with the students on the layout and design of this space and are confident they will enjoy this area. The additional space will empower us to diversify the types of resources we currently offer. We expect this work to improve our students' perceptions of the library learning resources and increase the satisfaction rate gleaned in future NSS. Having a larger, and more conventional library space will provide the perfect supportive environment to our at-risk students. This new space will be particularly valuable cohorts from lower socio-economic backgrounds who do not otherwise have access to quiet spaces, technology, or bandwidth.

• The studio classrooms - state-of-the-art, intimate learning settings with a maximum of 16-20 students per studio. The studios include industry-leading equipment such as Solid-State Logic mixing consoles, Pro Tools HD, plus individual MAC workstations with the latest industry standard music-making software. The DJ Studios feature Pioneer DJ equipment, known around the world as industry–leading in its field and with whom Point Blank has a long standing and fruitful relationship. Two further singing studios have been included in the expansion to support the Music Production & Vocal Performance degree course which launched in Sept 2022. In total there will be 16 brand new studios within the campus expansion allowing the students to be taught in comfort with fantastic facilities curated by our team which outshine our competitors.

• Small private practice studios – designed to allow students to work on their practical assignments outside of lecture hours, these studios resemble small recording studios, again featuring industry standard equipment.

• Breakout spaces – following feedback from staff and students alike we have made provision for more breakout spaces designed for small meetings where privacy is important, whether between staff members or staff and students. We fully recognise the need to support and

comfort those who need privacy and discretion whether talking about academic, financial, domestic, or mental health issues.

• Auditorium/performance area – This is a communal space where the students can meet up, socialise, network, collaborate and relax but also doubles up as a performance area and nightclub with a stage, lighting rig and sound system. This area is where the students take part in the regular termly performances scheduled as part of their courses e.g., singing students perform, DJ students play their sets etc and will also be used for Open Days, masterclasses, student collaborations and special guest lectures.

As a provider without accommodation, we ensure that applicants are supported with applications to housing and private student accommodation from the point of application. Our Open Days and Offer Holder Days enable students, parents, and supporters to discuss local options and our course advisers and student experience teams are able to offer individualised support with housing and accommodation at any point in the student journey. We are committed to reviewing our accommodation-related support and will explore options with local providers to improve the experience of our applicants.

We recently appointed a Disability Support Co-ordinator and have since seen a marked improvement in overall staff understanding and awareness of the needs of our learners. Our students are supported through a combination of anticipatory and on-course reasonable adjustments to learning and assessments, with the guiding principle of 'that which is beneficial our students with additional needs and disabilities, is beneficial to all.' Our in-house expertise continues to grow, and with that, our knowledge and understanding of external support such as Disability Students Allowance. Our Student Experience, Assessments, and Education and Curriculum teams are all involved in the process of implementing reasonable adjustments for our students and our lecturers are supported on an individual basis, to ensure their full understanding of individual students' needs.

We recognise that the positive impacts of higher education go beyond the outcomes that can be indicated through learning and assessment. From September 2024, we will work with SEER to embed Educational Gain into our practices to improve our institutional understanding of our student outcomes. Beginning with understanding what it is we seek to measure, this cross-departmental project involving Student Support services, Education and Curriculum, Careers and Engagement, and Data and Insight teams, will enable us to better understand the elements of the student experience that our students value, and ensure that they are supported holistically throughout their higher education journey.

5.4 HEP structures that prioritise and facilitate widening access and student success

All staff at Point Blank Music School are required to undertake regular equality, diversity, and inclusion training. The Widening Participation Manager meets with all new staff to introduce the Access and Participation Plan and its relevance to their role, and an Access and Participation Staff Handbook is provided as part of induction for all new staff. Our EDI policy outlines our commitment to identifying, removing, or mitigating disadvantage to underrepresented groups through measures such as promoting awareness and understanding of potential barriers to equality and opportunity, making reasonable adjustments to learning where appropriate and consistently reviewing learning materials to ensure that they are diverse and inclusive.

Access and Participation activity is managed operationally by the Widening Participation Manager who chairs the Widening Participation Working Group. From 2024/25, we plan to split the working group into two groups, focusing on each of our APP intervention strategies. Strategic oversight is provided by the Access and Participation Steering Group which in turn reports to our Academic Board, both of which include student membership. In addition, Point Blank has appointed an external APP Advisory Group with a diverse membership of music industry and music education professionals including those with lived experience of disability, ethnic diversity, and care experience. The Advisory Group are invited to comment on our annual APSG monitoring reports and are consulted on an ad-hoc basis as appropriate to various project work, providing valuable and expert insight.

We will appoint an EDI working group in 2024/25, reporting to the Student Engagement and Experience Committee (SEEC). The working group will see the collaboration of operational staff and students across the institution to develop and implement projects, activities and events related to promoting and celebrating equity, diversity, and inclusion.

Alignment of institutional policies and processes

Access and participation are at the heart of Point Blank's institutional policies.

- We aim to create an open and inclusive culture where individuals from all backgrounds can work together with dignity and respect. Our EDI policy outlines our commitment to identifying, removing, or mitigating disadvantage to underrepresented groups through measures such as promoting awareness and understanding of potential barriers to equality of opportunity, making reasonable adjustments to learning where appropriate and consistently reviewing learning materials to ensure that they are diverse and inclusive.
- Our Teaching, Learning and Assessment Strategy recognises collaboration and community, where students are encouraged to work together, share insights, and build a supportive learning community where each individual's experiences and perspectives are valued and leveraged to enhance collective understanding. We make anticipatory adjustments such as classroom lighting, soundproofing and small class sizes, and we enable students to demonstrate their knowledge and skills to the best of their abilities through a wide range of assessment type across programmes. Moving forwards, we intend to add the requirement for an EDI impact assessment within the documentation included in all new programme, module, and assessment development. Through continuous student consultation and feedback, we aim to ensure that the curriculum is culturally inclusive, not gender biased and accessible to students with a range of disabilities.
- At Point Blank, we pride ourselves on ensuring that our admissions processes are fair and accessible. Applicants who are not successful in gaining a place on the 3 or 2-year degree pathways are automatically considered for a place on the foundation year, which prepares them for progression to Level 4 for each of our degree courses. We are in the process of implementing Alternative Entry Arrangements for learners who either do not hold formal Level 3 qualifications, or for those who do not meet the academic requirements of our higher education provision. This is an opportunity for learners to demonstrate their level of knowledge and experience evidenced by previous assignment work, personal statement, and written assessment. All applicants to Point Blank degree programmes with vocal performance elements must attend an audition as part of their application process. Applicants will have a choice of three audition methods: face-to-face auditions at the London campus, vocal auditions via Zoom, or a remote option where applicants can send in a pre-recording of their

audition. Each method upholds the same standard of assessment ensuring equity in the admissions process whilst ensuring that barriers to audition attendance are removed.

- Our Academic Engagement Team provide a centralised mechanism for monitoring risk and coordinating cross-departmental support. The team ensure that early risk indicators such as low attendance to lectures or low VLE engagement are picked up and timely communication is made with the students to consider potential support needs. They work closely with staff across departments such as assessments, finance, wellbeing support, disability support to co-ordinate a holistic support package for the student, Moving forwards, as indicated in IS2, a more targeted approach to monitoring risk for students for whom we see lower levels of continuation (students from the global majority, students from lower socioeconomic backgrounds), will be implemented.

- Point Blank's Disability and Mental Health Support Policy outlines our process for supporting students in line with our legal obligations under the Equality Act 2010. Our Disability Support framework sets out Point Blank's disability support provision for prospective and current students. It is used by staff to clarify service provided, and to ensure consistency of information across the organisation and alignment with other policies. It is also used to consolidate current provision, benchmark services and good practice, to identify opportunities to enhance provision, and, where necessary, a review of associated policies. In addition, we have designed a lecturer handbook and in-house training on inclusive learning environments and teaching students with SEND.

5.5 Staff and student engagement and contribution to widening access and student success

Student engagement with access and participation, and equality, diversity and inclusion is wide-ranging. Democratically elected student officers with specific responsibilities (Student President, SU Education Officer, SU EDI Officer) receive dedicated training on our governance framework, and their roles within it. The training highlights the importance of being impartial and inclusive when dealing with student feedback and representing their peers at strategic meetings with staff. Students have the opportunity to lead on the planning and execution of events such as student showcases and industry networking events. Examples of this include the Students of Colour Network industry panel and showcase event, and the staff/student collaboration on International Women's Day initiatives. Further information regarding student consultation is outlined in Section 6 of the plan.

All staff at Point Blank are provided with an APP Staff Handbook which defines access and participation in our context, outlines our institutional objectives and provides opportunity for staff from all areas to proactively get involved in project work. All new staff meet individually with the WP Manager to further their understanding of our APP commitments within the context of their specific role. In addition to mandatory EDI and unconscious bias training for all staff, Point Blank has commissioned bespoke training for staff in other areas related to access and participation. Academic staff have undertaken training to improve their knowledge and understanding of teaching learners with specific learning difficulties, and student-facing support staff have attended further training to enable them to effectively support neurodivergent students. As outlined in IS1, we will build on this throughout the duration of this APP, with plans to facilitate more in-depth training around challenging unconscious biases and increasing sense of belonging for students from underrepresented groups. Furthermore, we plan to leverage existing staff/student networks such as the Students of Colour Network and develop new staff/student collaborations such as the EDI Working Group, in order to learn from the lived experiences of our students and further involve them in the shaping of new and ongoing project work.

5.6 Our use of data and evidence

The Widening Participation Team have strategic oversight of APP evaluation and a robust institutional understanding which ensures that evaluation and feedback is disseminated appropriately via steering groups and committees. The WP Team prepare a detailed annual monitoring report for the APSG, providing a complete picture of progress against APP targets and objectives. The report includes a student summary, outlining their input and feedback on APP activity.

Relevant feedback and evaluation reports are shared via the committee structure as appropriate; outreach/schools activity impact reporting feeds into marketing and student recruitment planning, financial support impact reports are shared at the Student Engagement and Experience Committee, and other ad-hoc feedback collected through student networks and focus groups is presented at relevant committees to ensure that the consideration of students from underrepresented groups is embedded into all decision-making processes.

The Data and Insight Team support the WP Team in preparing reports that require internal data analysis, such as annual APSG monitoring processes. They provide enhancements to existing internal reporting such as module outcome and module feedback reports and PB Annual student survey, looking at a breakdown of results by underrepresented student characteristics. The newly appointed Academic Engagement Team have designed an at-risk tracking system which considers attendance, engagement, and assessment performance alongside student demographic data in order to determine risk of non-continuation/completion, and appropriate support and intervention. In addition, SEER support with our strategic evaluation planning and facilitation of surveys and focus groups, as well as ad-hoc reporting.

Furthermore, the WP Manager has broad oversight of ongoing projects across the institution, enabling us to seek opportunities for APP-related research to be strengthened, for example via our course review, which provided invaluable insight regarding students' timetabling, scheduling, and financial support needs.

6. Student consultation

Point Blank is deeply committed to student engagement, striving to be an institution where student perspectives shape strategic decision-making. We are dedicated to consulting students from diverse backgrounds via a number of mechanisms.

Our students annually elect the Students' Union officers: Student President, Equality, Diversity and Inclusion Officer, International Officer, Societies and Events Officer and Education Officer. They all hold membership of various committees appropriate to their role. The Students' Union President and Student EDI Officer are members of the Access and Participation Steering Group, through which they provide regular feedback on behalf of the study body and contribute to discussion. Internally, we prepare an annual report for the APSG which includes student consultation on all APP-related project work and progress against targets.

Our Programme Voice Groups provide an opportunity for students to feedback matters related to the curriculum and academic experience. Feedback from PVGs regarding diverse representation in learning materials has informed elements of Intervention Strategy 1. This feedback also led us to bring

together a Students of Colour Network and hold focus groups to discuss specific matters related to cultural identity, music genres and broader references to non-Western music within the curriculum.

In preparation for the new APP, via these mechanisms, students have been involved in the planning and have directly informed a majority of the intervention strategy activity. Their feedback regarding the sense of community, societies, and extracurricular events to celebrate diversity was particularly prominent in discussions.

Student consultation is also facilitated through surveys and focus groups as and when appropriate to ongoing projects, for example the financial support, and timetabling and scheduling surveys and focus groups, which informed the redesign of our financial support model as outlined in IS2. Further student consultation of our financial support offer highlighted that there is a need to not only ensure appropriate provision, but that clarity around eligibility criteria and bursary awarding processes at the stage of application needs to be improved. There was a distinct recognition for students valuing being able to balance part-time work with their studies but that appropriate bursary awards would alleviate cost of living concerns, particularly travel-related costs for our commuter students. Students were broadly extremely supportive of the proposed measures and are looking forward to being involved in new initiatives moving forwards. Throughout the duration of the proposed intervention strategy activity, we will continue to utilise aforementioned student networks to ensure that students are involved in ongoing evaluation of all activity, including in the creation and delivery of new initiatives.

We are also pleased to have Point Blank student representation on the SEER Student Advisory Group, a cross-member collaborative group of students from small and specialist institutions, and we look forward to seeing this valuable peer network grow, and the opportunities it might provide throughout the scope of this plan.

7. Evaluation of the plan

7.1 Strategic context for evaluation

Evaluation and research are part of our 'whole institution' approach to access and participation. Our academic, professional and leadership teams contribute to the monitoring and evaluation of Targets, Intervention Strategies and activities in this Plan through supporting and inputting on the range of evaluation measures. We also draw on the skills of staff responsible for the delivery of the activities in this plan, and our student representatives, to effectively incorporate evaluation.

In our assessment of our current context for evaluation, using the OfS evaluation self-assessment tool, we are 'emerging' across all areas. We have some foundations in place, but need to develop our practices, including embedding evaluation into activity design and delivery and ensuring feedback cycles into improving practice. Therefore, as we are continuing to build our cross-institution capacities for effective evaluation and the application of findings to improve practice, staff and student representatives will be supported with relevant training in Theory of Change and evaluation methods, provided through our SEER membership.

Students are important in this work, and we will work in partnership with students on the design and implementation of evaluation and research, particularly where this pertains to current students.

SEER provides us with the evaluation and research expertise we need to deliver our commitments in these areas. We will actively participate in this network, which provides us with opportunities to be part of collaborative research and evaluation projects as well as learning and sharing practice with other members and external stakeholders. SEER host an annual Symposium and regular workshops,

roundtables and 'learning lunches' throughout the year, as well as providing us with opportunities to showcase our practice and insights. We will also engage with TASO and other relevant organisations in calls for evidence, conferences and events, and training.

7.2 Activity design

As detailed in the Intervention Strategies section of this Plan, evaluation has been established at the start. We have built effective evaluation practice into our Intervention Strategies by establishing a range of evaluation attached to the individual activities that contribute towards the overall objective of each strategy. We can therefore build up an understanding of which activities are 'working', and which are not. We have taken a Theory of Change approach to the development of our Intervention Strategies, identifying clear intended outcomes (intermediate and end) and a supporting evidence base that has informed our activity development and challenged assumptions. With the help of SEER, we will continue to review, develop, and strengthen our Theories of Change (ToC), adding to our evidence base as our evaluation findings emerge and developing enhanced activity-level ToCs where required.

7.3 Evaluation design

We have collaborated with SEER and drawn from OfS and TASO toolkits and guidance on effective evaluation approaches. We have considered how the outcomes of activities can be evaluated credibly, particularly as our context as a small and specialist provider means that we are likely to be dealing with small cohorts. Employing mixed method approaches is particularly important, as we will need to rely on qualitative data to support our understanding, or fill gaps, in quantitative data. We will triangulate findings where possible and seek to deepen our insights through qualitative methods. Given the developmental stage of our evaluation practice, the majority of our evaluations are type 1 (narrative), and type 2 (empirical enquiry) of the OfS 'Standards of Evidence'.

Our evaluation approach has also considered the context and scale of the activities and, as we have proposed working with strategic partners (schools, colleges, community groups, specialist service providers) in our Intervention Strategies, we wish to note that some flexibility and development may be required as our collaborations take shape, allowing for input and advice from partners.

We have also considered our creative arts context and, where appropriate, will trial more creative evaluation instruments (as methods in surveying, focus groups and interviews). This may help to mitigate the issue of survey fatigue, which is a significant issue for effective evaluation and is compounded in small cohorts where the same students are more likely to be subjects of multiple evaluation and research projects. We will continue to be cognisant of this in collection of feedback and have aligned our evaluation and measures across our activities to enable us to minimise the number of collection points, where possible and appropriate.

Our evaluation approach, data collection and analysis have been formulated on the intended outcomes and objectives of our activities. Where appropriate and possible, we will consider and employ validated scales to our evaluation practices. We have also considered evaluation that spans (a) process and (b) impact, to provide comprehensive understanding of how our activities are working. We will explore, with SEER, further research projects in relation to our activities and our ambition to better understand the experiences and challenges of target students and issues of equality of opportunity. For example, consultation with students as part of the development of this Plan supports the identification of risks relating to insufficient to personalised academic and non-academic support;

however, we consider that there is further research, supported by our learning analytics activity, that would add insight to this area.

7.4 Implementing our evaluation plan

We will collaborate internally across our team and with our strategic partners to deliver our evaluation plan. We will be guided by our school, college and community partners, and our students in respect of effective implementation of the plan. Our evaluation process will comply with Point Blank policies and with all legal requirements relating to data protection, following ethical, safeguarding, legal and risk considerations.

As noted above, we have become members of the Specialist Evidence, Evaluation and Research (SEER) service, with whom we will work in partnership to deliver our evaluation plan. A Data Sharing Agreement with SEER has been established. SEER provides us with opportunities to collaborate on various evaluation and research items, including for example the evaluation of the impact of financial support, using the OfS toolkit.

The design of our evaluation has also been heavily informed by intended and projected standardised outcomes being adopted by SEER across its membership base, which not only increases efficiencies but provides opportunities to increase the sample size and evaluation, helping to mitigate the issue of small datasets. The wider SEER membership includes other small and specialist providers of similar disciplines which provides further opportunity for collaborative evaluation, where projects align appropriately. SEER incorporate and draw on TASO guidance on best practices for evaluations with small cohorts (small n). Further, such collaborations may provide us access to tools that would otherwise be unaffordable. For example, in respect of our access activity, we have noted the possibility of implementing tracking, which will be explored via SEER. As a practice network, we are also able to participate in peer review of practice and evaluation and share practice and findings.

As a smaller provider we are also well placed to respond with agility to interim findings and emerging data. We can be responsive in adapting our activity accordingly to help to keep us on track to achieve our objectives and targets, and continuously improve our practice.

7.5 Learning from and disseminating findings

We are committed to sharing our learning and findings internally, with our partners, within our close networks and with the broader sector, to develop stronger and an increased volume of evidence about what works and what can be improved. We are pleased to help to grow the evidence base for equality of opportunity in higher education and we will submit evaluation outputs to OfS's repository of evidence as appropriate.

In Section 4 we have set out our publishing plan, which includes publishing findings on interim and longer-term outcomes through a range of channels. In developing the format of our communications, we will consider creative and visual methods, and different audiences / purposes. We will ensure that our findings are open access.

Our SEER membership provides us with access to academic experts in evaluation, including in the access and participation space and broader teaching and learning arena. These staff are involved in design, delivery, and analysis. We are also a member of Linking London, MAP (UK Music Academic Partnership), GuildHE and IHE, providing us with multiple appropriate networks through which to share findings as and when appropriate.

Internally, we will continue to prepare a comprehensive APSG progress report for the Access and Participation Steering Group on an annual basis and share ad-hoc reports with the wider institution, acknowledging that evaluation of APP intervention strategy activity will help inform projects related to areas such as marketing and student recruitment, careers and progression, student experience and engagement, and curriculum development.

Further detail regarding how we will evaluate our intervention strategies is included in Section 4.

7.6 Governance and monitoring arrangements

The Head of Widening Participation and Widening Participation Manager are responsible for monitoring the implementation of this Plan, for monitoring underrepresented groups in our student population, ensuring commitments are delivered, and embedding access and participation across Point Blank. As part of the monitoring and reporting process we have an Access and Participation Steering Group reporting to the Academic Board. The group will meet on a termly basis and will comprise of the Head of Widening Participation, Widening Participation Manager, Head of Education and Curriculum, Registrar, General Manager, Managing Director, Head of Marketing and Communications, Head of Data and Insights, Programme Leaders, Student Union President, and Student EDI Officer. A report on APSG activity is provided within the termly Academic Board report to the Board of Directors (the governing body), and meetings are held between the directors and the WP team on a regular basis to review current and planned activity.

8. Provision of information to students

Information regarding course fee structure and financial support will be made available to prospective students through our website, prospectus, and marketing materials. The information is accessible through various channels, including:

- Our website
- Open days, offer holder days and taster day presentations
- Outreach activities and events
- Information sessions for teachers, parents, and supporters
- Careers fairs and exhibitions
- Direct telephone contact with course advisers, student support, academic engagement, and finance teams
- Induction Days
- Personal Tutor 1-1s

Our financial support offer and associated eligibility criteria from 2025/26 to 2028/29 is as follows:

Bursary Type	Amount	Eligibility	Payment terms
Access Bursary	£400 per term	UK-domiciled students on full-time undergraduate study programme, verified by SLC as having a household income below £30k AND **not** independent or self-funding	Termly payments are subject to satisfactory academic engagement and attendance. Students on repeat terms/years of study will not be automatically eligible.

Care Leaver and Estranged Student Bursary	£2000 per academic year, paid in four equal instalments (to include out of term payment for students on 3-year FT degree pathway)	UK-domiciled students on full-time undergraduate study programme, verified by SLC as a care leaver or estranged from parents	Termly payments are subject to satisfactory academic engagement and attendance. Students on repeat terms/years of study will not be automatically eligible
Financial Assistance Fund	Limited funds to support students in immediate financial hardship	UK-domiciled on full-time undergraduate study programme and evidence of immediate financial hardship	Individual application reviewed at hardship panel. Max £500 per application apart from under exceptional circumstances
			Supermarket vouchers and other non-cash items alongside budgeting support

ANNEX A - ACCESS AND PARTICIPATION PLAN 2025-26 TO 2028-29 PERFORMANCE ASSESSMENT

INTRODUCTION

Analysis in this performance assessment informs our Access and Participation Plan. Our assessment systematically considers key student outcomes across the lifecycle stages of access, continuation, completion, attainment, and progression. We have explored outcomes for students who have been identified as most likely to be impacted by risks to equality of opportunity. Our primary data source for the assessment is the OfS Access and Participation dataset, supplemented by internal analysis. We have then reflected on our institutional context and the EORR to understand our risks.

In determining which risk areas to focus on in this Plan, we consider our size and discipline areas as key contextual factors. Almost 80% of our student population are representative of at least one of the target groups recognised as underrepresented in UK higher education by the OfS. However, as a smaller provider, the data we have drawn upon at a granular level is small and often supressed on the data dashboard, which makes statistical significance limited. This also limits our ability to make valid assessments and interpretations, particularly in exploring disaggregated data and intersections of characteristics. We have explored and provided assessment where we considered it meaningful. After undertaking our assessment of performance, and considering resource limitations, we are confident that we can make the most meaningful impact by focus on continuation and success stages of the student lifecycle.

We plan to strengthen and build our data over the coming years, by ensuring aggregate years are analysed to increase numbers. We also are conducting an audit of our data capacity to ensure efficiency and ease of reporting.

SUMMARY OF INDICATORS OF RISK AND TARGET AREAS

The following table highlights all the indicators of risk we have identified from the full initial data analysis.

	Access	Continuation	Completion	Attainment	Progression
TUNDRA					
IMD		PTS_4		Monitoring	
ABCS					
Disability		Monitoring	Monitoring		
BAME		PTS_2	PTS_3	PTS_1	
Mature					
FSM					

Green denotes areas not a risk, Amber are those to monitor, red are risk areas and black and those with not enough data to draw meaningful conclusions

This will be discussed further in the detailed assessment of performance.

PRIORITY TARGET AREAS

We have determined that the following priority areas will be of concern under our APP, with associated targets and milestones.

PTS_1) To reduce the gap in the achievement of 'good degree outcomes' (First and 2:1 awards) between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers from 13.3% (4-year aggregate) to 7.5% by 2028-29

PTS_2) To reduce the continuation gap between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers, from 8.8% to 5% by 2028-29.

PTS_3) To reduce the completion gap between students from the global majority and their white peers from 21.4% to 15% by 2028-29

PTS_4) To eliminate the continuation gap* between students from the most socioeconomically disadvantaged backgrounds (IMD Q1), compared to students from the least socioeconomically disadvantaged backgrounds (IMD Q5) by 2028-29. *currently 5%, 2-year aggregate*

ANALYSIS

ACCESS

This section provides Point Blank Music School's performance in enrolling students from the OfS key target groups.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

Point Blank Music School performs above population and sector in its enrolment of students from most disadvantaged (IMD Quintile 1) backgrounds. There has been a generally increasing percentage since 2017-18.

Because datasets are relatively small (latest year n = <300), it is useful to use the 2- and 4-year aggregate data, at 16.1% (4-year) and 15.3% (2year). This is in comparison to sector data, where participation is 21.8% and 22.4%, for 4- and 2-year aggregates, respectively; and population at 20%.

Point Blank Music School's gap in participation between the most disadvantaged learners compared to their most advantaged peers is a positive one at 2.1 percentage points (pp) (4-year average) and 5.3pp for the latest reporting year (2021-22). This means that more students are enrolling from the most disadvantaged areas.

Access indicator values for: Deprivation quintile (IMD 2019)
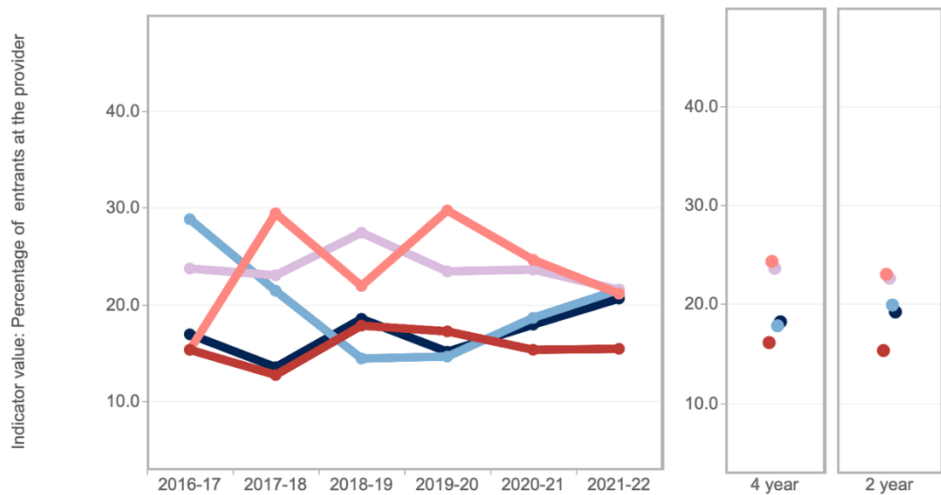
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	15.3%	12.7%	17.8%	17.2%	15.3%	15.4%	16.1%	15.3%
Quintile 2	15.3%	29.4%	21.9%	29.7%	24.6%	21.1%	24.3%	23.0%
Quintile 3	23.7%	23.0%	27.4%	23.4%	23.6%	21.5%	23.6%	22.6%
Quintile 4	28.8%	21.4%	14.4%	14.6%	18.6%	21.5%	17.8%	19.9%
Quintile 5 (least deprived)	16.9%	13.5%	18.5%	15.1%	17.9%	20.6%	18.2%	19.2%

Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

The TUNDRA measure of under-representation replaces the POLAR4 measure. In contrast to Point Blank music school's good performance in enrolling students from the most disadvantage backgrounds, performance for entrants from TUNDRA quintile 1 (lowest participation in HE areas) is not as strong.

2- and 4-year aggregates show that only an 8.6% and 9.0% (respectively) of entrants are TUNDRA Quintile 1, although the latest year 2021-22 has a slightly better result at 11.1%. Point Blank music school's gap in participation between the most under-represented and least under-represented learners (Q1 and Q5, respectively) 23.9pp (4-year aggregate) and 17.6pp for the latest year (2021-22).

This is comparable to the average sector gap, at 18.4pp (4-year) and 18pp (2021-22), however sector is not a benchmark and improvement in this area may be considered. That said, it is not surprising that performance for TUNDRA presents a gap, given a large recruitment base in London and the lack of TUNDRA Q1 areas in London, which generally has higher HE participation. Therefore, TUNDRA may not be an appropriate measure.

Access indicator values for: TUNDRA quintile
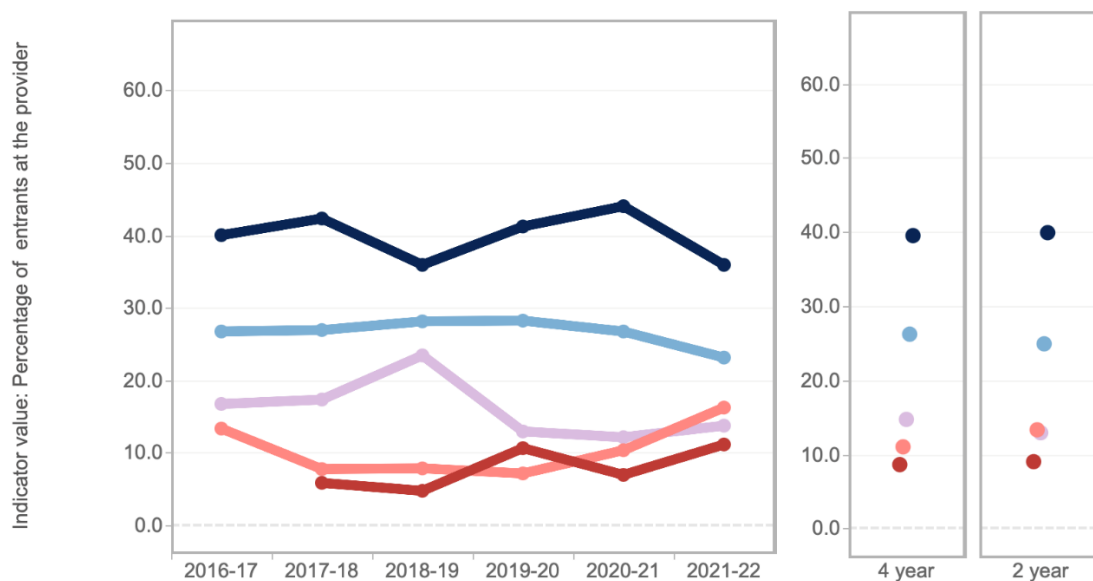
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (least participation)	[DPL]	5.8%	4.7%	10.6%	6.9%	11.1%	8.6%	9.0%
Quintile 2	13.3%	7.7%	7.8%	7.1%	10.3%	16.2%	11.0%	13.3%
Quintile 3	16.7%	17.3%	23.4%	12.9%	12.1%	13.7%	14.7%	12.9%
Quintile 4	26.7%	26.9%	28.1%	28.2%	26.7%	23.1%	26.2%	24.9%
Quintile 5 (most participation)	40.0%	42.3%	35.9%	41.2%	44.0%	35.9%	39.5%	39.9%

Key
- ■ Quintile 1 (least participation)
- ■ Quintile 2
- ■ Quintile 3
- ■ Quintile 4
- ■ Quintile 5 (most participation)

STUDENTS FROM THE GLOBAL MAJORITY

Point Blank Music School performs well in attracting and enrolling students from the global majority, with a steady c. 30% of entrants from Black, Asian, Mixed and Other non-white backgrounds over the last 5 years. This is comparable with average sector performance.

In respect of ethnic groups, our data shows a mixed picture in relation to parity with the England and Wales population demographic (2021 census) across groups. Entrants from Asian backgrounds are slightly below population parity over the last 4-year average at 3.2% (population is 9.3%, 2021). However, nationally, Asian students make up only 2% of students studying a music qualification at HE level, which puts us above the national average. We are significantly above population demographics for Black students, at 12.4% (4-year average) (population is 4%, 2021), and for mixed heritage, at 10.4% (4-year average) (population is 2.9%, 2021). We are comparable with population for students with 'other' background, at 3.2% (4-year average) (population is 2.1%, 2021)[1] We therefore deem that access for students from the global majority is not a risk area, however we commit to monitoring Asian

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student enrolments over the duration of the plan.

Access indicator values for: Ethnicity
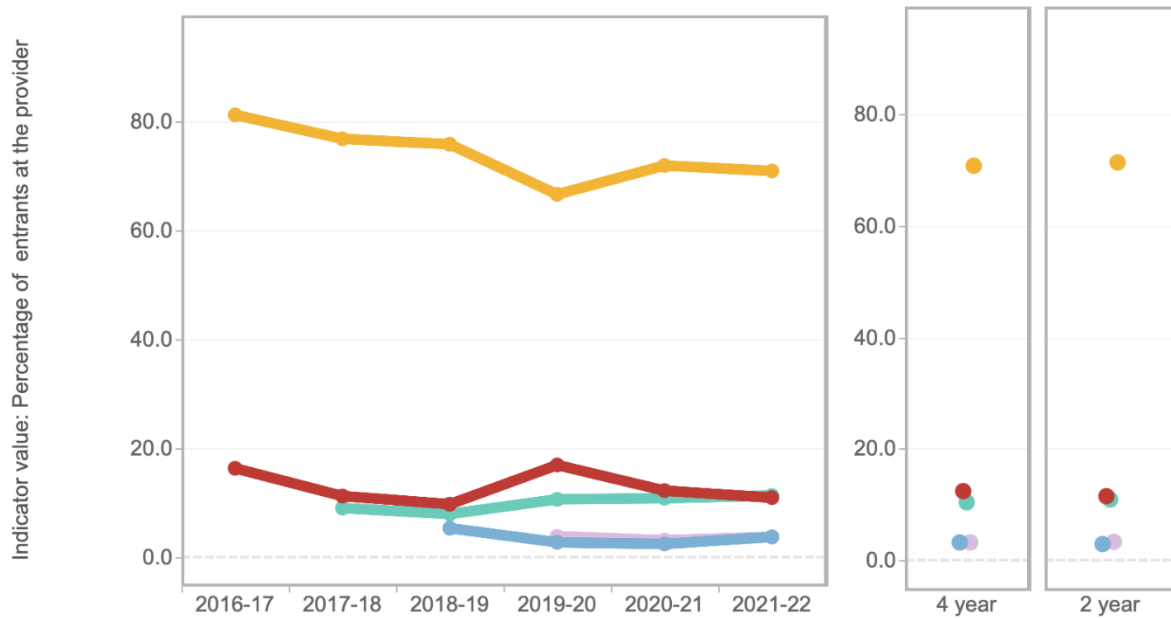
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	[DPL]	[DPL]	5.2%	2.6%	2.3%	3.6%	3.2%	2.9%
Black	16.2%	11.1%	9.6%	16.8%	12.1%	10.8%	12.4%	11.5%
Mixed	[DPL]	8.9%	7.8%	10.5%	10.7%	11.2%	10.4%	10.9%
Other	[DPL]	[DPL]	[DPL]	3.7%	3.0%	3.6%	3.2%	3.3%
White	81.1%	76.7%	75.7%	66.5%	71.8%	70.8%	70.8%	71.4%

Key
- Asian
- Black
- Mixed
- Other
- White

DISABLED STUDENTS

Point Blank Music School performs well in relation to enrolment of disabled students, and we have seen a general increase in participation over the last 6 years. Our 4-year average participation rate is 18.4%, with our latest year's data (2021-22) at 21.9%, which is much higher than the sector average at 17.4% (2021-22).

When our disabled student cohort is disaggregated into disability type, datasets become extremely small (n = <50 in each category in any given year). Therefore, it is difficult to make meaningful analysis from this data. That said, we note that most of our disabled students (6.6%, 4-year average) fall into the Cognitive or learning difficulties category. Given the increasing disclosure and instances of students reporting mental health concerns, this is in line with a national picture and is of particular

note in our considerations regarding how we tailor support for these students on-course, and noting that Mental Health is a national risk in the Equality of Opportunity Risk Register (EORR, OfS).

Access indicator values for: Disability type
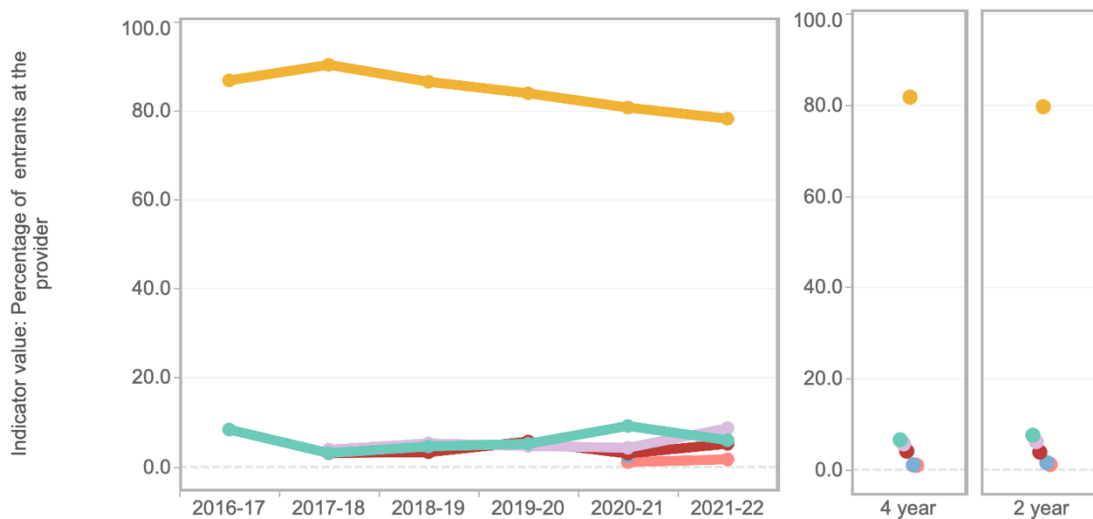
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Cognitive or learning difficulties	8.3%	3.0%	4.5%	5.1%	9.1%	5.9%	6.6%	7.6%
Mental health condition	[DPL]	3.8%	5.2%	4.6%	4.2%	8.6%	5.7%	6.2%
Multiple impairments	[DPL]	3.0%	3.2%	5.6%	2.9%	5.1%	4.1%	3.9%
No disability reported	86.7%	90.2%	86.4%	83.8%	80.6%	78.1%	81.6%	79.5%
Sensory, medical or physical impairment	[DPL]	[DPL]	[DPL]	[DPL]	2.3%	[DPL]	1.1%	1.6%
Social or communication impairment	[DPL]	[DPL]	[DPL]	[DPL]	1.0%	1.6%	1.0%	1.2%

Key
- Cognitive or learning difficulties
- Mental health condition
- Multiple impairments
- Sensory, medical or physical impairment
- Social or communication impairment
- No disability reported

MATURE LEARNERS (21 YEARS AND OVER)

Point Blank Music School have a relatively balanced cohort of mature and young learners, and this has been consistent over the last 6 years with a 4-year aggregate of 55.8% mature intake, and 51.2% in the latest monitoring year (2021-22).

Access indicator values for: Age
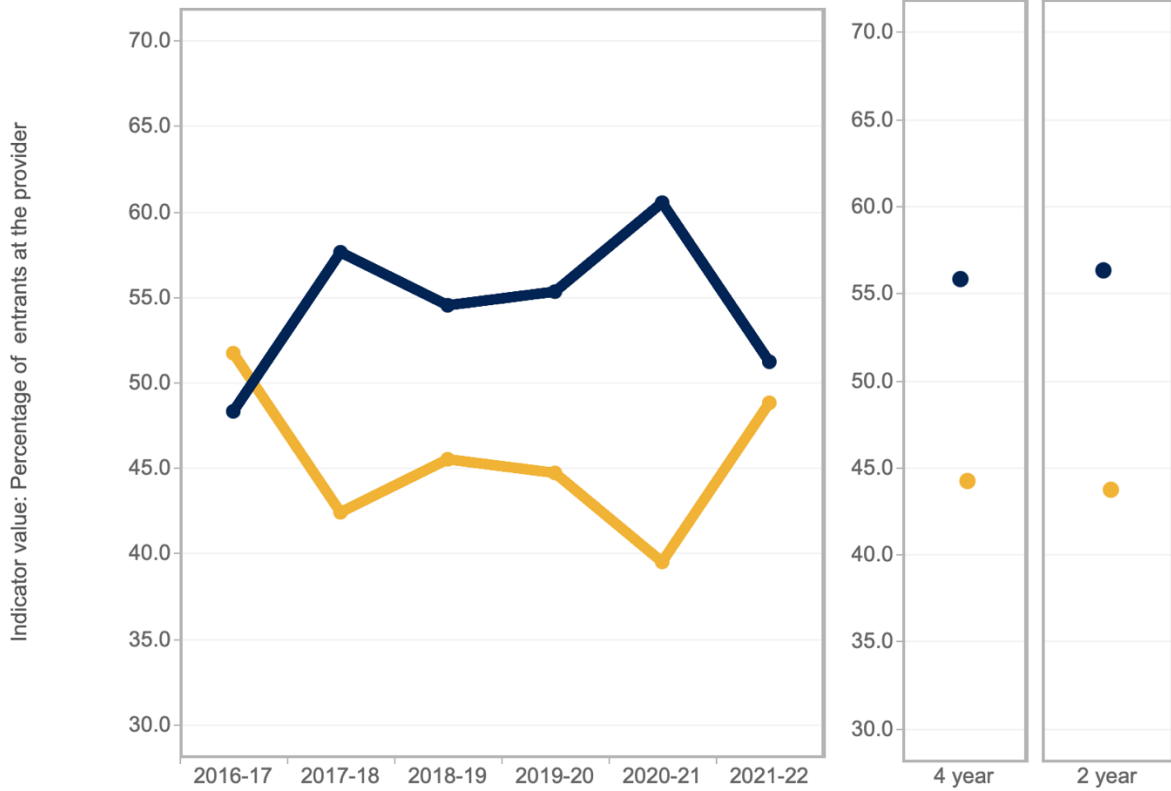
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Mature (21 and over)	48.3%	57.6%	54.5%	55.3%	60.5%	51.2%	55.8%	56.3%
Young (under 21)	51.7%	42.4%	45.5%	44.7%	39.5%	48.8%	44.2%	43.7%

Key
- Mature (21 and over)
- Young (under 21)

ABCS

The ABCs measure is again a gap measure, similar to IMD and TUNDRA, with Quintile 1 representing the most disadvantaged students. Point Blank are enrolling 8.8% of students from ABC Quintile 1 in 2021-22, with an aggregate performance over the last 4-years of 7.2%. The latest year shows an increase in participation, although the previous three years have averaged at 7.4%. The gap between participation between ABCs Quintile 1 and Quintile 5 in 2021-22 is 17.5pp, with the last 4-year aggregate being slightly worse at 18.8pp. This gap is however smaller than the sector average of 26.4pp.
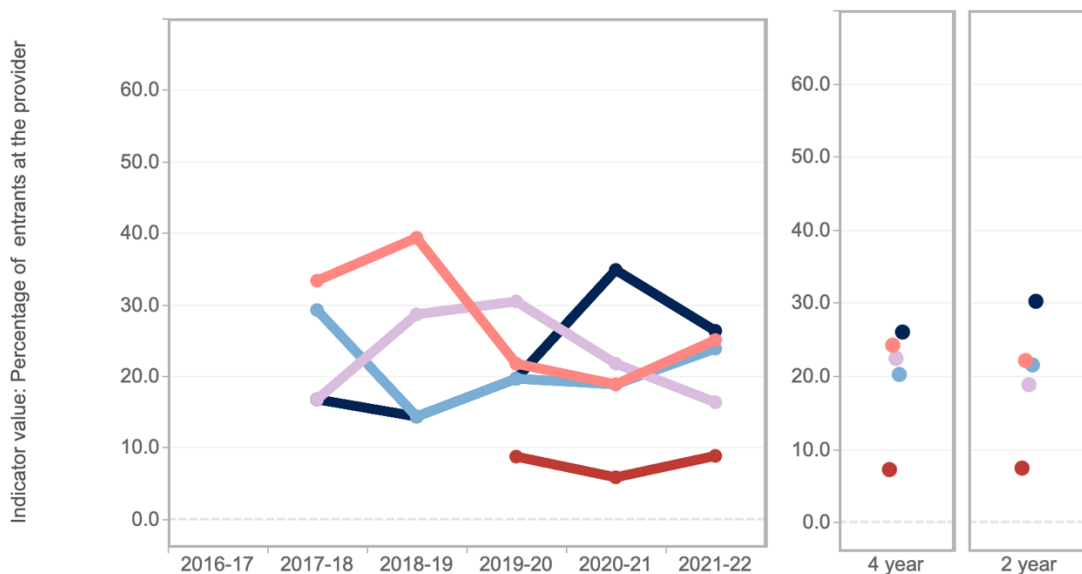
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1		[low]	[DPL]	[DPL]	8.7%	5.8%	8.8%	7.2%	7.4%
Quintile 2		[low]	33.3%	39.3%	21.7%	18.8%	25.0%	24.2%	22.1%
Quintile 3		[low]	16.7%	28.6%	30.4%	21.7%	16.3%	22.4%	18.8%
Quintile 4		[low]	29.2%	14.3%	19.6%	18.8%	23.8%	20.2%	21.5%
Quintile 5		[low]	16.7%	14.3%	19.6%	34.8%	26.3%	26.0%	30.2%

Key
- Quintile 1
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5

STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AT KEY STAGE

This measure explores outcomes for students who have been eligible for Free School Meals (FSM) at Key Stage 4. Point Blank music school have been successful in enrolling students from this group over time, with a 15.2% 4-year average. While this figure increased in the latest year to 15.6% (2021-22), previous performance has been very steady between 9.8% and 15.6%. This is in comparison to the sector average, which was 18.4% in 2021-22. Our 4-year aggregate performance has parity with the eligible English population of children on FSM, at 15.2(2023).

Again, as we note good performance over time, as a new measure, and with very small cohorts of eligible students (n = <30, last 6 years), we will not set a target for this group at this time.

Access indicator values for: Eligibility for free school meals (at key stage 4)
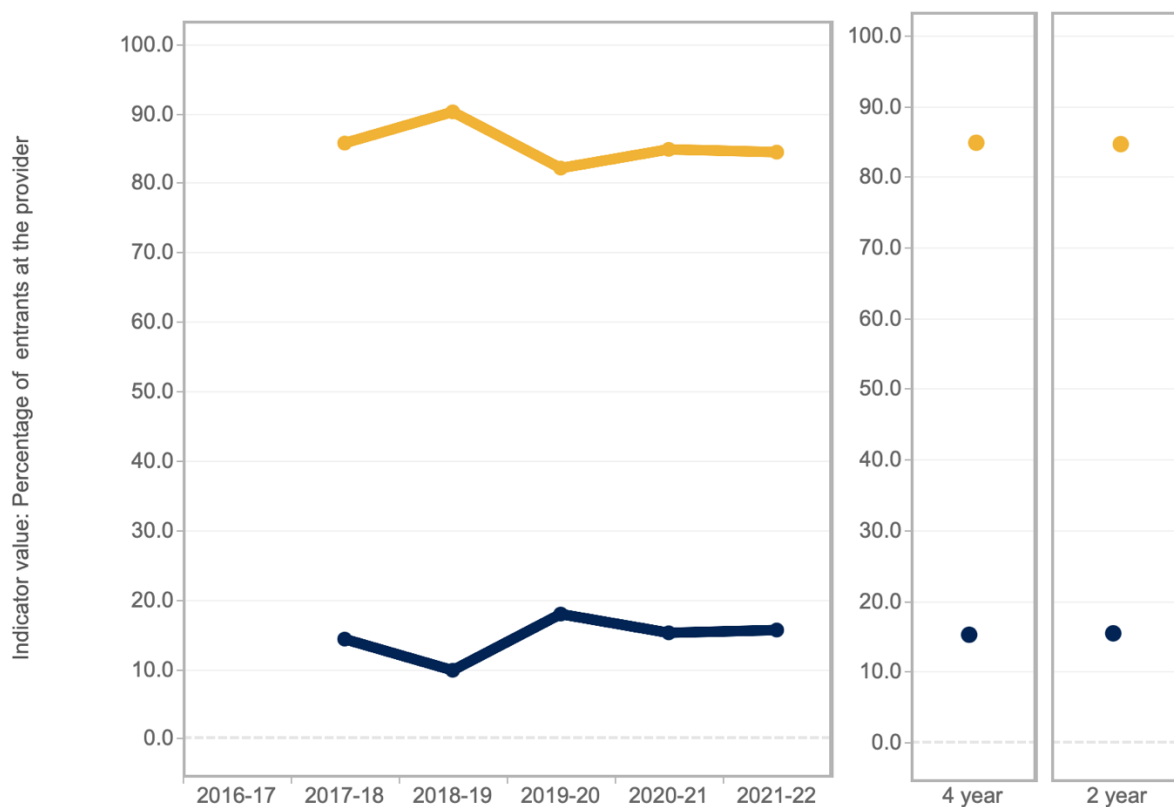
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Eligible	[low]	14.3%	9.8%	17.9%	15.2%	15.6%	15.2%	15.4%
Not eligible	[low]	85.7%	90.2%	82.1%	84.8%	84.4%	84.8%	84.6%

Key
- ■ Eligible
- ■ Not eligible

CONTINUATION

This section provides Point Blank music school's performance in continuation of students from the OfS key target groups. Continuation is measured from Year 1 into Year 2, at 1 year and 15 days post-enrolment.

Overall, continuation at Point Blank music school in 2020-21 was 82.4%, with a 4-year aggregate continuation rate of 84%. Overall continuation outcomes at Point Blank music school are below the 2020-21 sector performance (89%)

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

Continuation for students from the most disadvantaged backgrounds (IMD Quintile 1) across a 4-year average has been lower still at 81.9%, compared to continuation of students from IMD Quintile 5 (least disadvantaged) at 86.2%, which is a gap in continuation of 4.3 percentage points (pp). While the latest data shows an improvement for IMD Quintile 1 students (86.7%, compared to IMD Quintile 5 at

84.9%, a gap of only 1.8pp, 2020-21), our small data means that percentage results can fluctuate significantly, and the 4-year aggregate data is of concern.

We also note that students from IMD Quintile 1 areas have the lowest continuation rates amongst all students, at 81.9% over the last 4-year aggregate data. Therefore, this group is also of concern.

Continuation indicator values for: Deprivation quintile (IMD 2019)
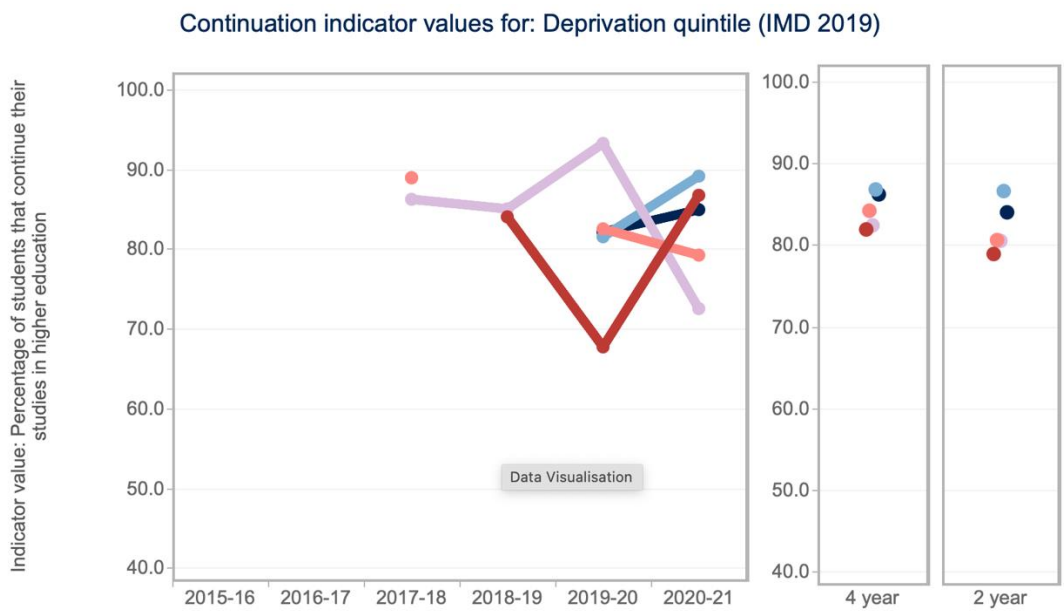
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (most deprived)	[none]	[low]	[low]	84.0%	67.7%	86.7%	81.9%	78.9%
Quintile 2		[low]	[low]	88.9%	[DPH]	82.5%	79.2%	84.2%	80.6%
Quintile 3	[none]	[low]	86.2%	85.0%	93.2%	72.5%	82.4%	80.5%
Quintile 4	[low]	[low]	[DPH]	[low]	81.5%	89.1%	86.8%	86.6%
Quintile 5 (least deprived)	[low]	[low]	[low]	[DPH]	82.1%	84.9%	86.2%	84.0%

Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

Data by TUNDRA quintiles is very small and therefore supressed for annual performance across TUNDRA Quintiles 1-4. However, considering the 4-year aggregate data, we note that students from TUNDRA Quintile 1 have higher continuation outcomes (82.6%) than their Quintile 5 peers (78.6%). This represents a positive gap for Quintile 1 of 4.0pp. A similar result is notes for the latest 2-year aggregate data. This is in contrast to the average sector performance, which shows a 3.4pp gap in continuation over the 4-year aggregate. This area is therefore not a concern under this Plan.

Continuation indicator values for: TUNDRA quintile
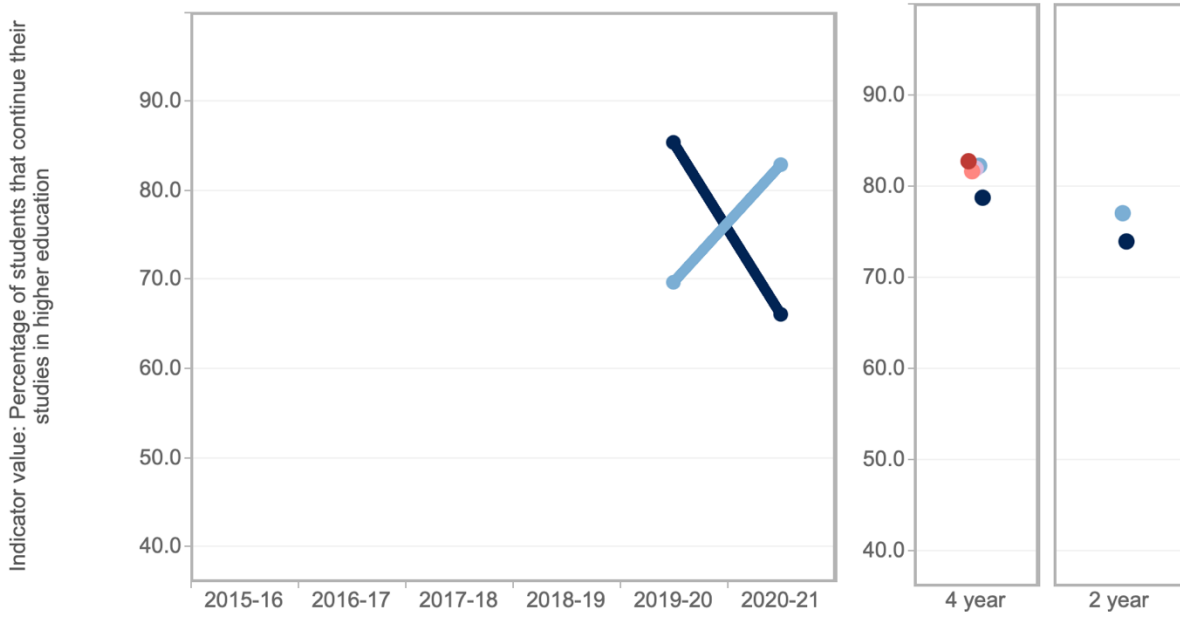
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (least participation)	[none]	[none]	[low]	[low]	[low]	[low]	82.6%	[low]
Quintile 2	[none]	[low]	[low]	[low]	[low]	[low]	81.5%	[low]
Quintile 3	[none]	[low]	[low]	[low]	[low]	[low]	81.8%	[DPH]
Quintile 4	[none]	[low]	[low]	[low]	69.6%	82.8%	82.1%	76.9%
Quintile 5 (most participation)	[none]	[low]	[low]	[low]	85.3%	66.0%	78.6%	73.8%

Key
- ■ Quintile 1 (least participation)
- ■ Quintile 2
- ■ Quintile 3
- ■ Quintile 4
- ■ Quintile 5 (most participation)

STUDENTS FROM GLOBAL MAJORITY

White students at Point Blank music school have the highest continuation outcomes over the 4-year aggregate period. While data is very small for all ethnic groups except white (n = <60 for all ethnic groups across last 6 years), we note that the worst outcomes by far are for Black students, at 72.9% (4-year aggregate). This represents a 13.2 percentage points (pp) gap in continuation between white and Black students over the previous 4 years. By comparison, the average sector gap over the same aggregate period is just 5.4pp.

While gaps for other ethnic groups are much smaller, they are still present and worth further consideration.

Continuation indicator values for: Ethnicity
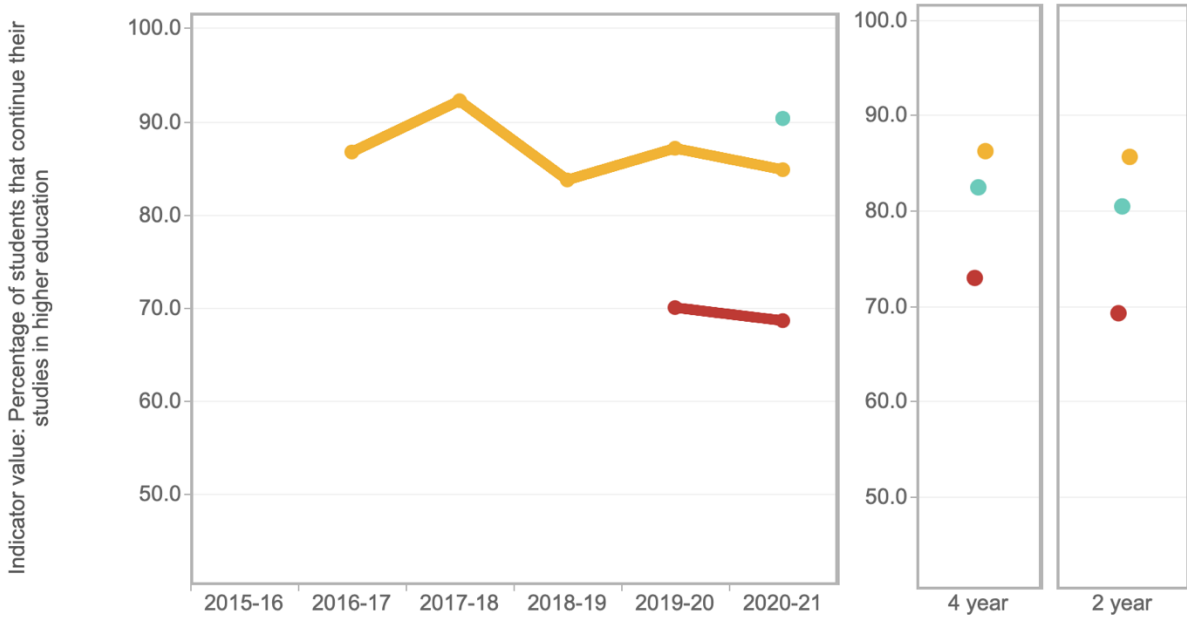
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Asian		[none]	[none]	[none]	[low]	[low]	[low]	[low]	[low]
Black		[none]	[low]	[low]	[low]	70.0%	68.6%	72.9%	69.2%
Mixed		[none]	[none]	[low]	[low]	[low]	90.3%	82.4%	80.4%
Other		[none]	[none]	[none]	[none]	[low]	[low]	[low]	[low]
White		[low]	86.7%	92.2%	83.7%	87.1%	84.8%	86.2%	85.6%

Key
- Asian
- Black
- Mixed
- Other
- White

DISABLED STUDENTS

Data by disability type is very small and therefore largely supressed for annual performance data. Overall continuation for all disabled learners over the last 4-year aggregate is 83.7%, which is within 1% of those for students with no declared disability.

However, considering the disaggregated 4-year aggregate data we note that students with cognitive or learning difficulties have the lowest continuation rates (80.9%). The gap in continuation between this group and students with no disability is 3.4 percentage points (pp). Gaps for other disability types are smaller (<6pp), and there is a positive gap for students with multiple impairments (-1.9pp).

However, because cohort sizes are extremely small, it is difficult to make meaningful assessment at a disaggregated level.
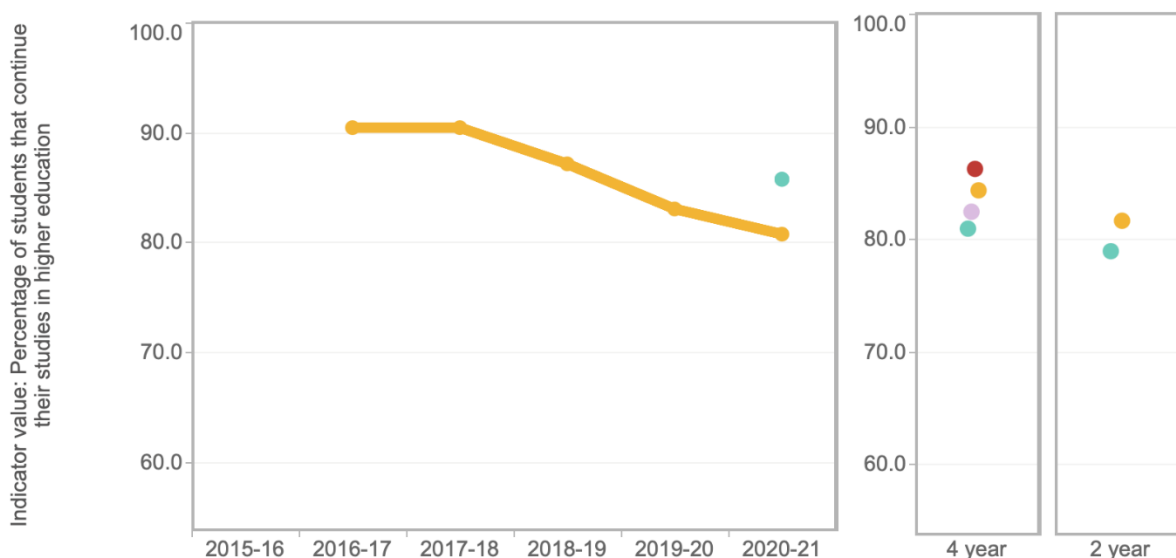
46

Continuation indicator values for: Disability type

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Cognitive or learning difficulties	[none]	[low]	[low]	[low]	[low]	85.7%	80.9%	78.9%
Mental health condition	[none]	[none]	[low]	[low]	[low]	[low]	82.4%	[low]
Multiple impairments	[none]	[none]	[low]	[low]	[low]	[low]	86.2%	[low]
No disability reported	[low]	90.4%	90.4%	87.1%	83.0%	80.7%	84.3%	81.6%
Sensory, medical or physical impairment	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]
Social or communication impairment	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]

Key
- 🟩 Cognitive or learning difficulties
- 🟪 Mental health condition
- 🟥 Multiple impairments
- 🟦 Sensory, medical or physical impairment
- 🟧 Social or communication impairment
- 🟨 No disability reported

Mature Students (21 years and over)

Young learners at Point Blank music school have consistently continued at higher rates than mature learners, with a gap in continuation between these groups over the last 4-year aggregate period of -6 percentage points (pp). This is comparable with the average sector performance, which shows an 8.7pp gap over the same 4-year aggregate.

Disaggregated analysis shows that the gaps in continuation are concentrated in the 21–40-year age brackets.

Continuation indicator values for: Age
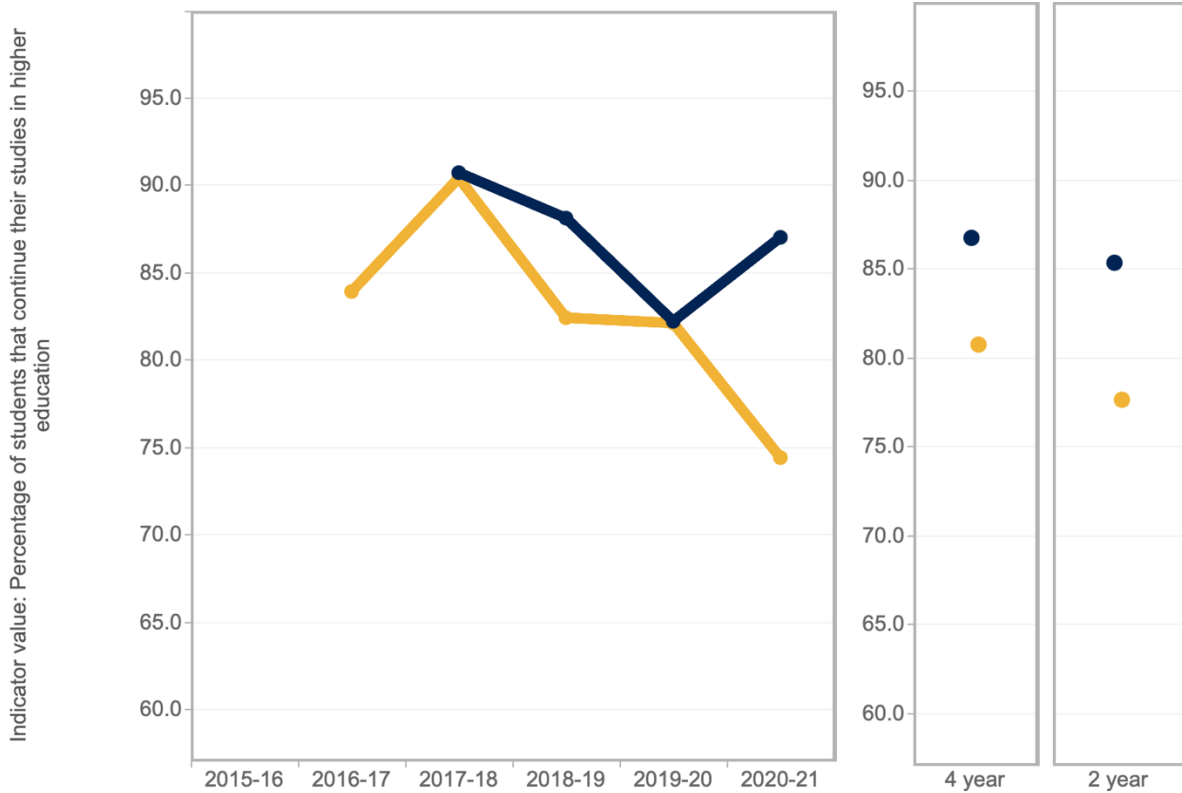
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Mature (21 and over)	[low]	[DPH]	90.7%	88.1%	82.2%	87.0%	86.7%	85.3%
Young (under 21)	[low]	83.9%	90.4%	82.4%	82.1%	74.4%	80.7%	77.6%

Key
- Mature (21 and over)
- Young (under 21)

ABCS

Data for the ABC measure is extremely small (n range = 8-21 in each quintile over last 4 years), and is not reportable annually for all quintiles, with Quintile 5 data omitted also for 4- and 2-year aggregates. Given this context, and the newness of this measure, we do not consider this analysis meaningful and cannot draw any valid conclusions at this time. In exploring our own data, while there appears to be a gap in continuation between ABC Quintile 1 and Quintile 5, we consider these data too small to prioritise under this Plan as it would be very difficult to set a meaningful target. The average sector shows a gap of 13.8pp over the last 4-year aggregate.

Continuation indicator values for: ABCS quintile
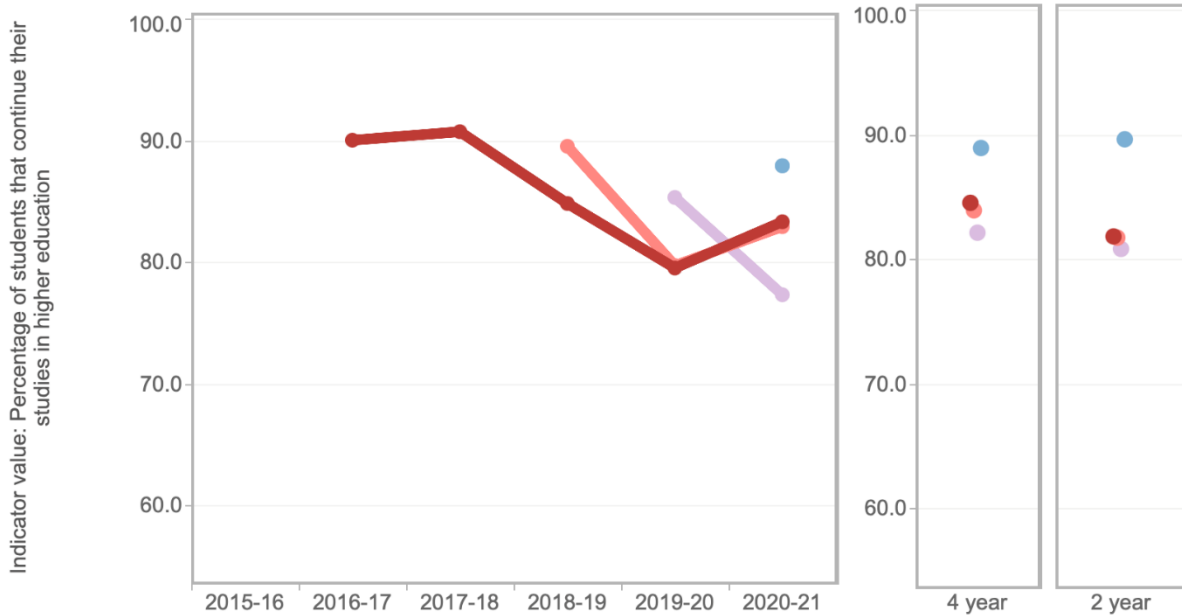
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1	[low]	90.0%	90.7%	84.8%	79.5%	83.3%	84.5%	81.8%
Quintile 2	[low]	[low]	[DPH]	89.5%	79.7%	82.9%	83.9%	81.7%
Quintile 3	[none]	[low]	[low]	[low]	85.3%	77.3%	82.1%	80.8%
Quintile 4	[none]	[none]	[low]	[low]	[low]	87.9%	88.9%	89.6%
Quintile 5	[none]	[none]	[low]	[none]	[low]	[low]	[low]	[low]

Key
- Quintile 1
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5

STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AT KEY STAGE 4

There is a gap (10.9pp) in the 2-year aggregate continuation outcomes between FSM eligible students (68% continuation) and non-eligible students (78.9% continuation). This is comparable to the average sector gap over the same aggregate period, which was 5pp. However, Point Blank music school cohort sizes are very small, and this makes meaningful analysis in this measure difficult. Again, we consider these data too small to prioritise under this Plan as it would be very difficult to set a meaningful target. We will monitor this measure, and emergent trends, as our datasets grow.

Continuation indicator values for: Eligibility for free school meals (at key stage 4)
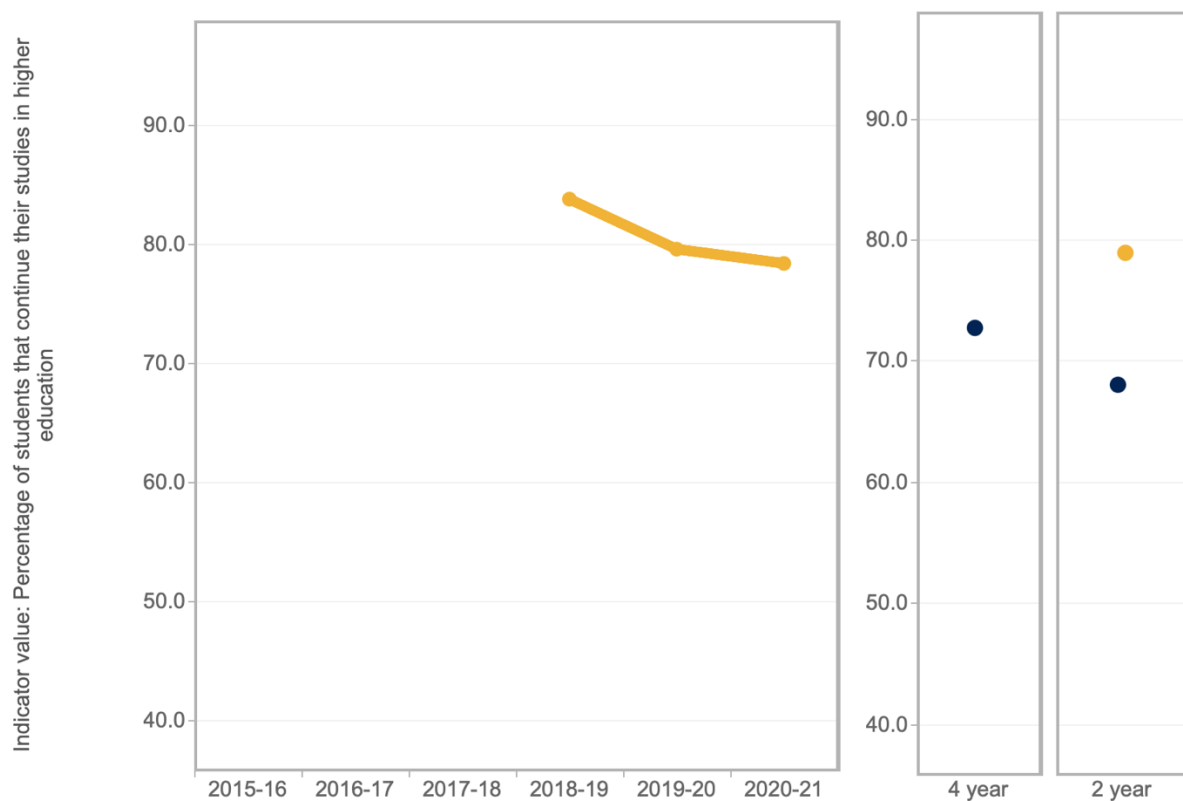
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Eligible	[none]	[none]	[low]	[low]	[low]	[low]	72.7%	68.0%
Not eligible	[low]	[low]	[DPH]	83.8%	79.6%	78.4%	[DP]	78.9%

Key
■ Eligible
■ Not eligible

COMPLETION

This section provides Point Blank Music School's performance in completion of students from the OfS key target groups. Completion is measured by students completing their course, up to 6-years.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

In 2017-18 (latest year of data) there are only sufficient numbers of students to report completion for Quintiles 2-4. The 4-year and 2-year averages are provided for Quintiles 1-4 but not Quintile 5 which remains suppressed. The four-year average gap is 5.6pp.

Completion indicator values for: Deprivation quintile (IMD 2019)
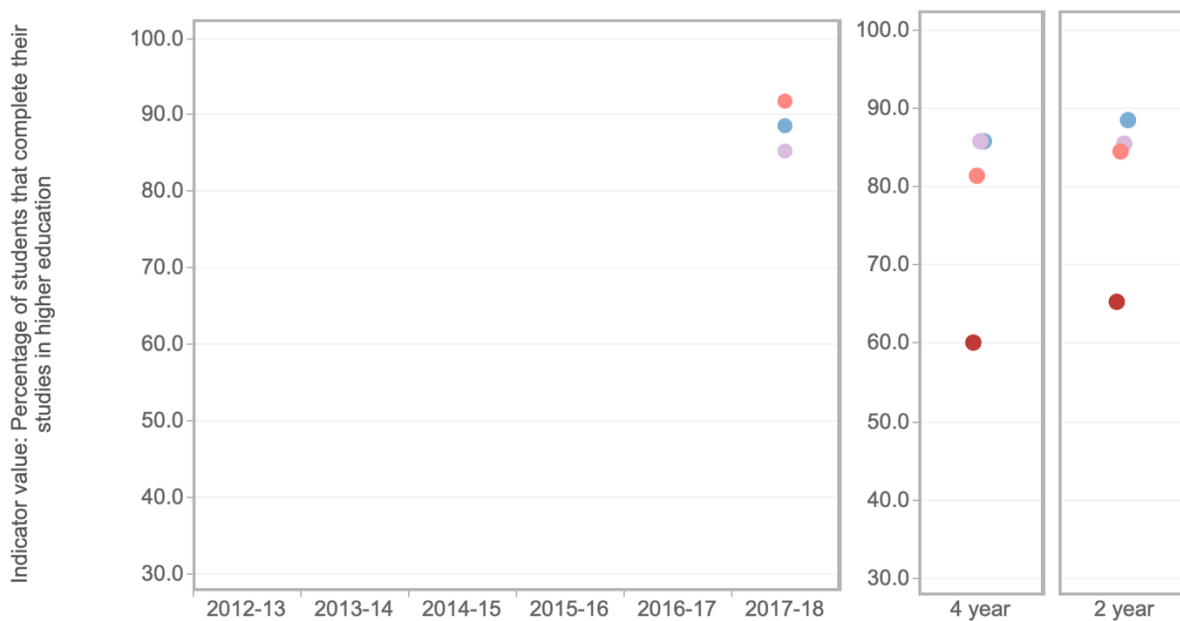
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Quintile 1 (most deprived)	[none]	[none]	[none]	[none]	[low]	[low]	60.0%	65.2%
Quintile 2	[none]	[none]	[none]	[low]	[low]	91.7%	81.3%	84.4%
Quintile 3	[none]	[none]	[none]	[none]	[low]	85.2%	85.7%	85.4%
Quintile 4	[none]	[none]	[none]	[low]	[low]	88.5%	85.7%	88.4%
Quintile 5 (least deprived)	[none]	[none]	[none]	[low]	[low]	[low]	[DPH]	[DPH]

Key
- ■ Quintile 1 (most deprived)
- ■ Quintile 2
- ■ Quintile 3
- ■ Quintile 4
- ■ Quintile 5 (least deprived)
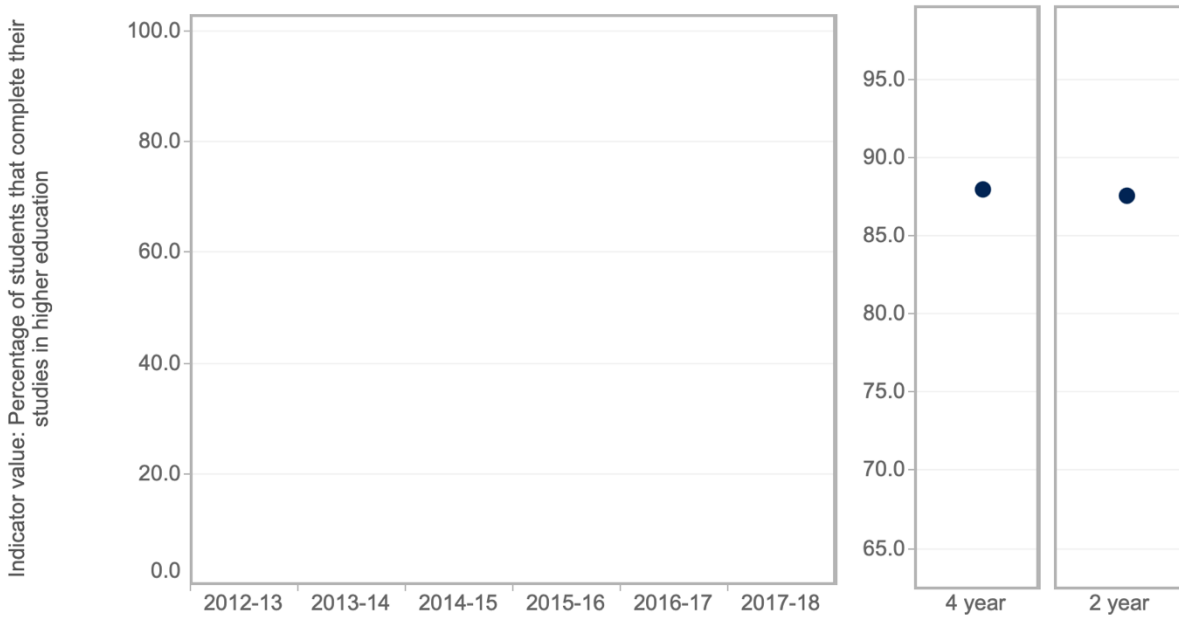
TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

Completion data by TUNDRA quintile is almost entirely suppressed due to small numbers and data availability and therefore it was not possible to conduct analysis on this measure.

Completion indicator values for: TUNDRA quintile

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Quintile 1 (least participation)	[none]	[none]	[none]	[none]	[none]	[none]	[low]	[low]
Quintile 2	[none]	[none]	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 3	[none]	[none]	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 4	[none]	[none]	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 5 (most participation)	[none]	[none]	[none]	[none]	[low]	[low]	87.9%	87.5%

Key
- 🟥 Quintile 1 (least participation)
- 🟧 Quintile 2
- 🟪 Quintile 3
- 🟦 Quintile 4
- 🟦 Quintile 5 (most participation)

STUDENTS FROM THE GLOBAL MAJORITY

Ethnicity data is very small, with most data across the ethnic groupings being subject to suppression. White students at Point Blank Music School have the highest completion outcomes (84.4%) over the 4-year aggregate period. Over the four-year period, the gap in completion between those from global majority backgrounds and white is 21.4pp, with the two-year aggregate being 22.9pp. The sector gap over the same period is much smaller, with both the 4-year and 2-year gap sitting at 3.9pp.

Completion gap: Ethnicity – White compared with all ethnicities except white

White compared with all ethnicities except white	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
	[none]	[none]	[none]	[none]	[low]	[low]	21.4pp	22.9pp

.
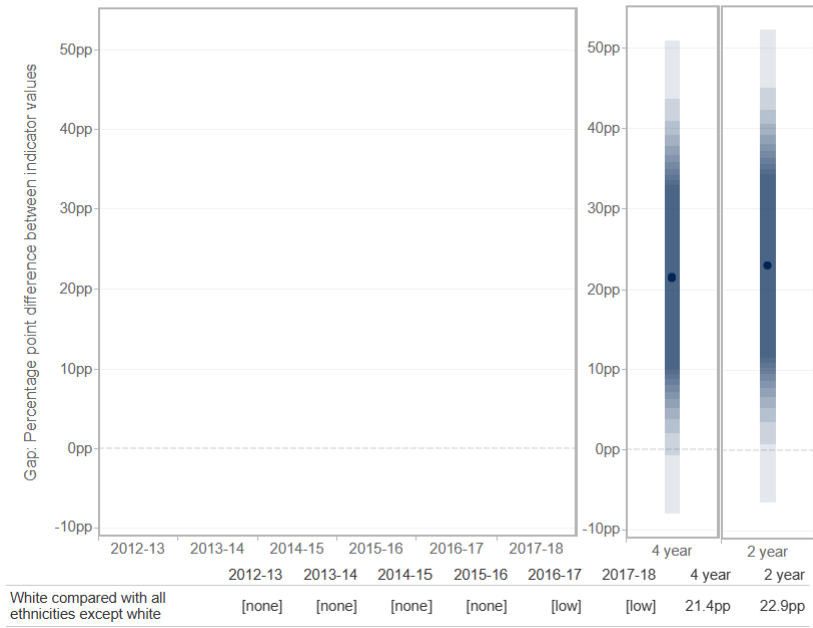
Completion indicator values for: Ethnicity
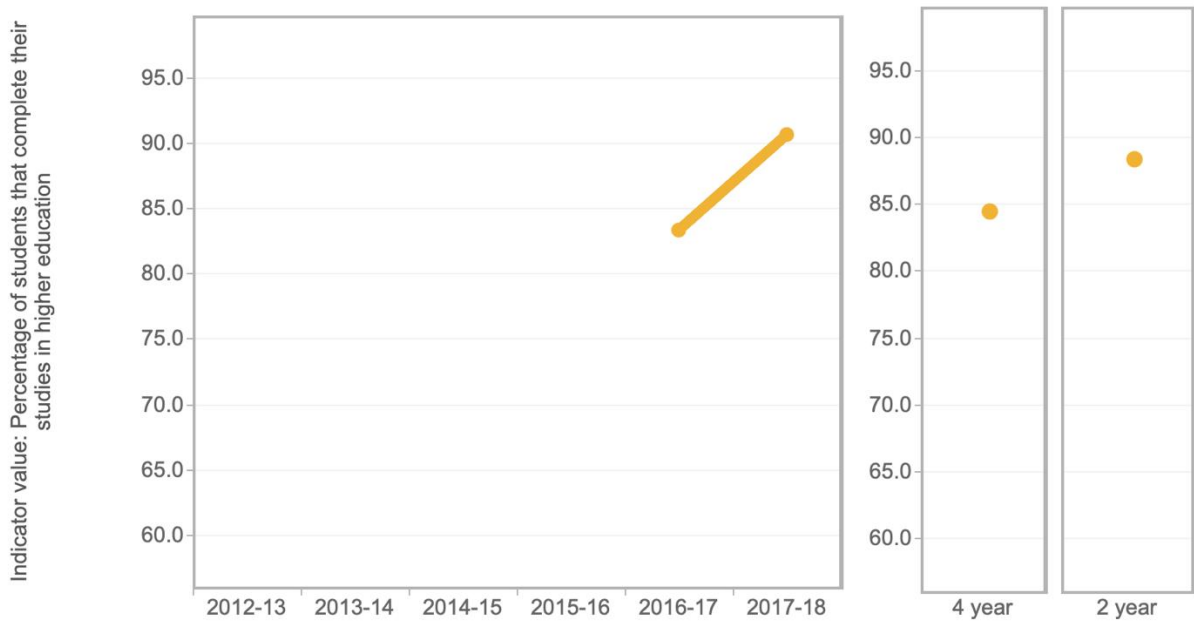
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Asian	[none]	[none]	[none]	[none]	[none]	[none]	[low]	[low]
Black	[none]	[none]	[none]	[none]	[low]	[low]	[low]	[low]
Mixed	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]
Other	[none]	[none]	[none]	[none]	[none]	[none]	[none]	[none]
White	[none]	[none]	[none]	[low]	83.3%	90.6%	84.4%	88.3%

DISABLED STUDENTS

Data by disability type is very small and therefore supressed for annual performance data. The only measure which is not suppressed is the completion for all students with a declared disability over the last 4-year aggregate. This is 73.9% compared with 83.8% for students with no declared disability (a gap of 9.9pp). This gap is worse than average sector completion for disabled students, where the gap is only 2.2pp.

Completion indicator values for: Disability
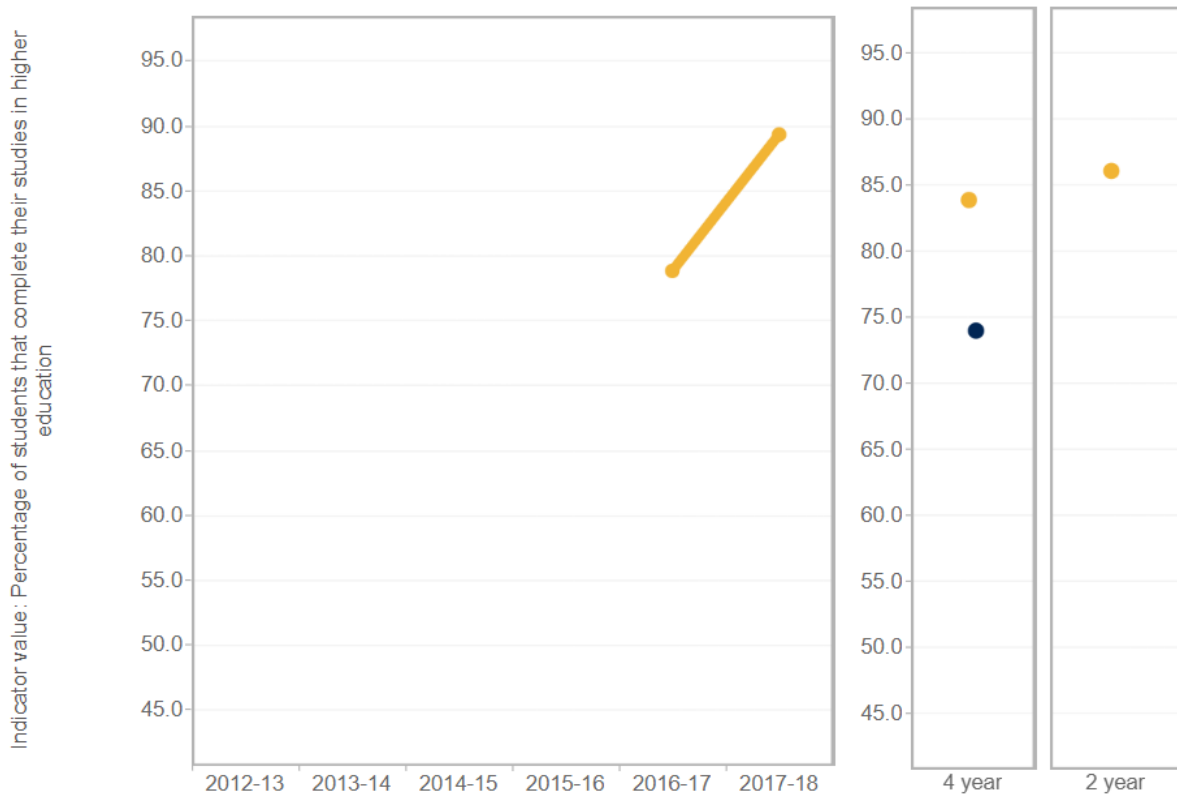
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Disability reported	[none]	[none]	[none]	[none]	[low]	[low]	73.9%	[low]
No disability reported	[none]	[none]	[none]	[low]	78.8%	89.3%	83.8%	86.0%

Key
- 🟩 Cognitive or learning difficulties
- 🟪 Mental health condition
- 🟥 Multiple impairments
- 🟦 Sensory, medical or physical impairment
- 🟧 Social or communication impairment
- 🟨 No disability reported

MATURE STUDENTS (21 YEARS AND OVER)

Completion data by age is only available for 2016-17 and 2017-18 academic years, where we see the Mature students complete at a higher rate in 2016-17 (86.2% compared to 71.0% for young students) but the gap almost entirely closes in 2017-18 (87.8% mature vs 88.2% for young students).

Completion indicator values for: Age
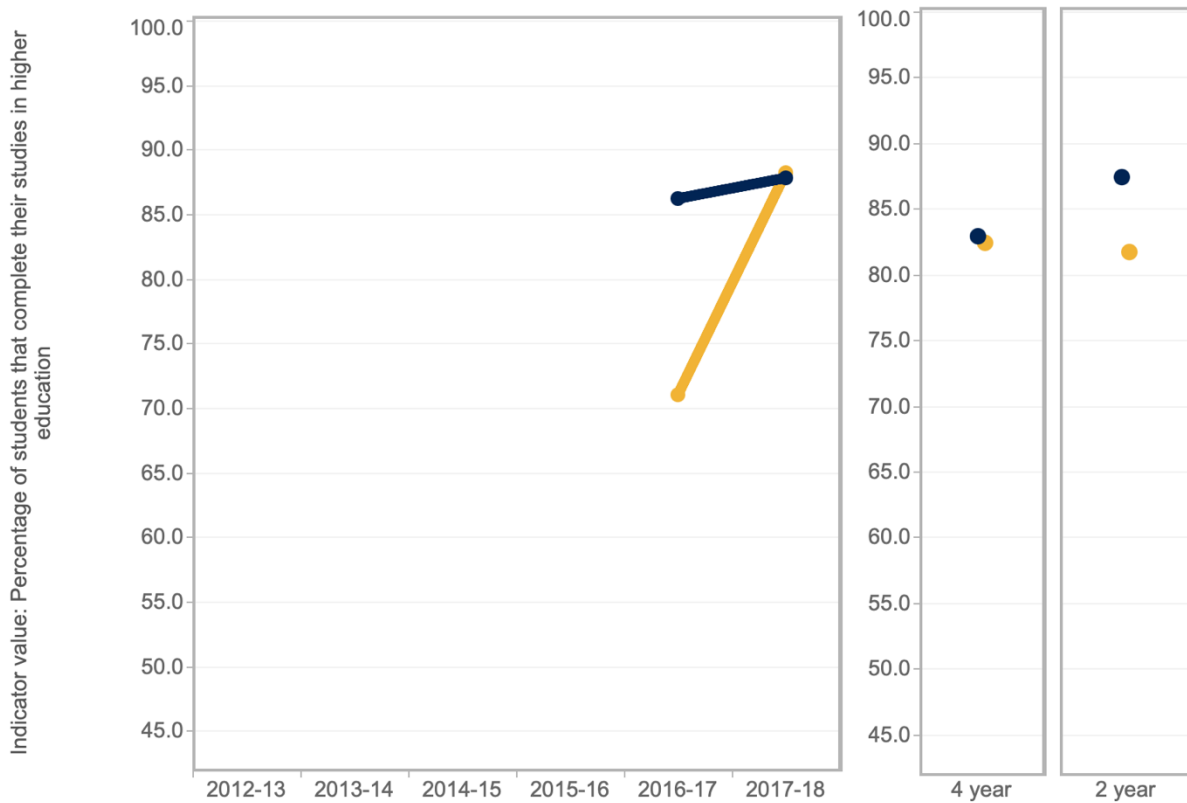
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Mature (21 and over)	[none]	[none]	[none]	[low]	86.2%	87.8%	82.9%	87.4%
Young (under 21)	[none]	[none]	[none]	[low]	71.0%	88.2%	82.4%	81.7%

Key
- ■ Mature (21 and over)
- ■ Young (under 21)

ABCS

Data for the ABC measure is extremely small (n range = 7–32 in each quintile over last 4 years) and is not reportable annually for all quintiles. Given this context, and the newness of this measure, we do not consider this analysis meaningful at this time. While the data for 4-year aggregate suggests a 1.3 percentage point (pp) gap in completion between ABC Quintile 1 and Quintile 2, we consider these data too small to draw conclusions. The sector average over the last 4-year aggregate, where a larger 23.2pp gap between ABC Quintile 1 and Quintile 5 is observed. We will therefore closely monitor this measure in our own context, and emergent trends, as our datasets grow.

Completion indicator values for: ABCS quintile
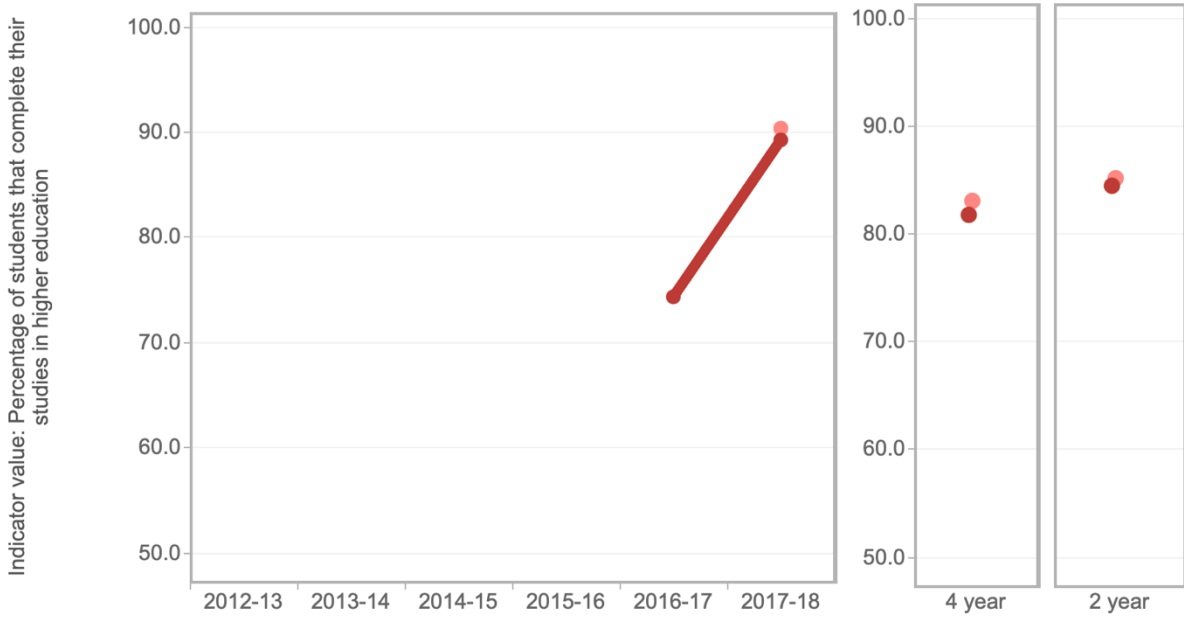
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Quintile 1	[none]	[none]	[none]	[low]	74.3%	89.2%	81.7%	84.4%
Quintile 2	[none]	[none]	[none]	[low]	[low]	90.3%	83.0%	85.1%
Quintile 3	[none]	[none]	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 4	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]
Quintile 5	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]

Key
- Quintile 1
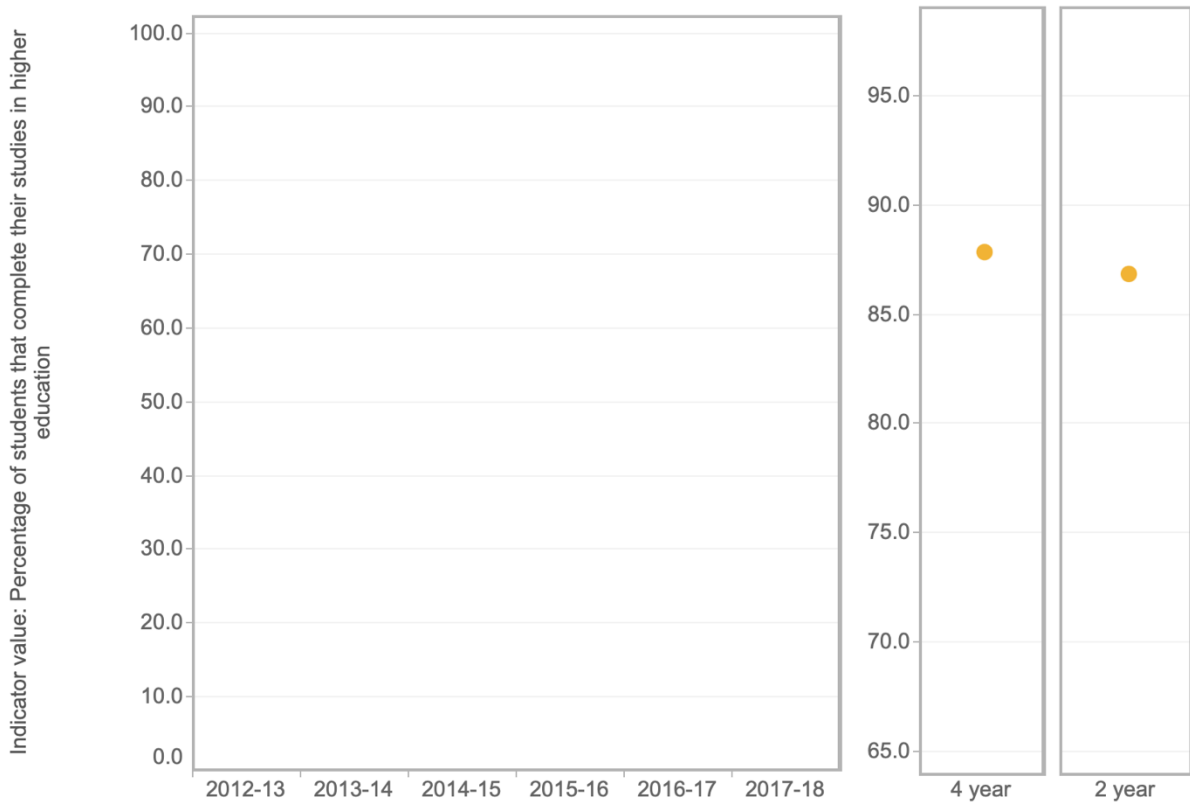- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5

STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AT KEY STAGE 4

Most FSM data is suppressed for the completion indicator and as a result it was not possible to conduct analysis on this indicator.

Completion indicator values for: Eligibility for free school meals (at key stage 4)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Eligible	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]
Not eligible	[none]	[none]	[none]	[low]	[low]	[DPH]	87.8%	86.8%

Key
■ Eligible
■ Not eligible

ATTAINMENT

This section provides Point Blank music school's performance in respect of attainment for students from the OfS key target groups. Attainment is measured as students who achieve a First or 2:1 degree outcome.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

Attainment data split by IMD has many values which are suppressed due to small numbers and only the 4-year average has an attainment rate for every quintile and allows a comparison between Q1 and Q5 students. Examining the 4-year average, students from IMD Quintile 1 have lower attainment outcomes (First or 2:1 degrees) than their Quintile 5 peers, with the attainment gap sitting at 5.6 percentage points (pp).

This gap is smaller than the sector figure for the same period, where the gap for attainment rates between IMD Quintile 1 and Quintile 5 is 16.9pp (4-year aggregate). The relationship between IMD quintile and attainment rate at Point Blank is not straightforward however as the 2-year average shows

that Q5 students had the second worst outcomes reported and therefore we would suggest this needs further monitoring to understand the relationship and reasons for the fluctuating figures.

Attainment indicator values for: Deprivation quintile (IMD 2019)
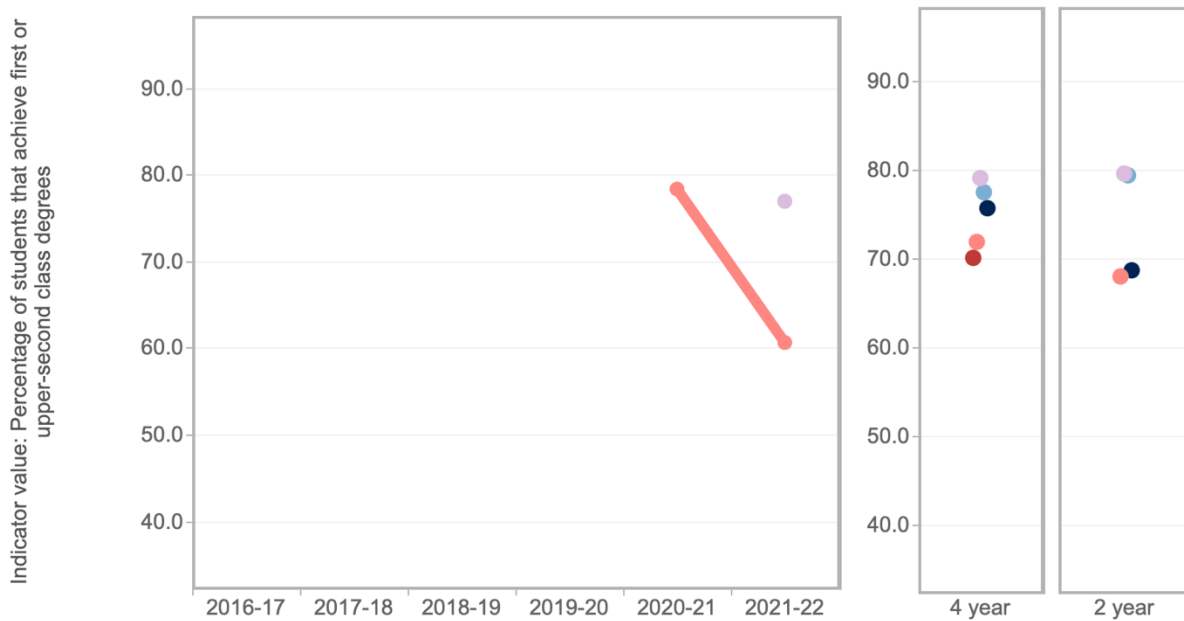
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	[none]	[none]	[none]	[low]	[low]	[low]	70.0%	[low]
Quintile 2	[none]	[none]	[low]	[low]	78.3%	60.6%	71.8%	67.9%
Quintile 3	[none]	[low]	[low]	[low]	[low]	76.9%	79.0%	79.5%
Quintile 4	[none]	[low]	[low]	[low]	[low]	[low]	77.4%	79.3%
Quintile 5 (least deprived)	[none]	[low]	[low]	[low]	[low]	[low]	75.6%	68.6%

Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

Data by TUNDRA quintiles is very small and therefore supressed for annual performance across TUNDRA Quintiles 1-3 and the majority of Quintile 4 and 5; and, across all Quintiles for the latest years of monitoring. However, considering the 4-year aggregate data, we note that students from TUNDRA Quintile 4 have slightly better attainment outcomes (87.1%) than their Quintile 5 peers (60%). This represents a positive gap for Quintile 4 of 27.1 percentage points (pp). This is in contrast to the sector data where Q5 students outperform Q4 students consistently. Given the lack of data for students in Q1-3 here further analysis was not possible.

Attainment indicator values for: TUNDRA quintile
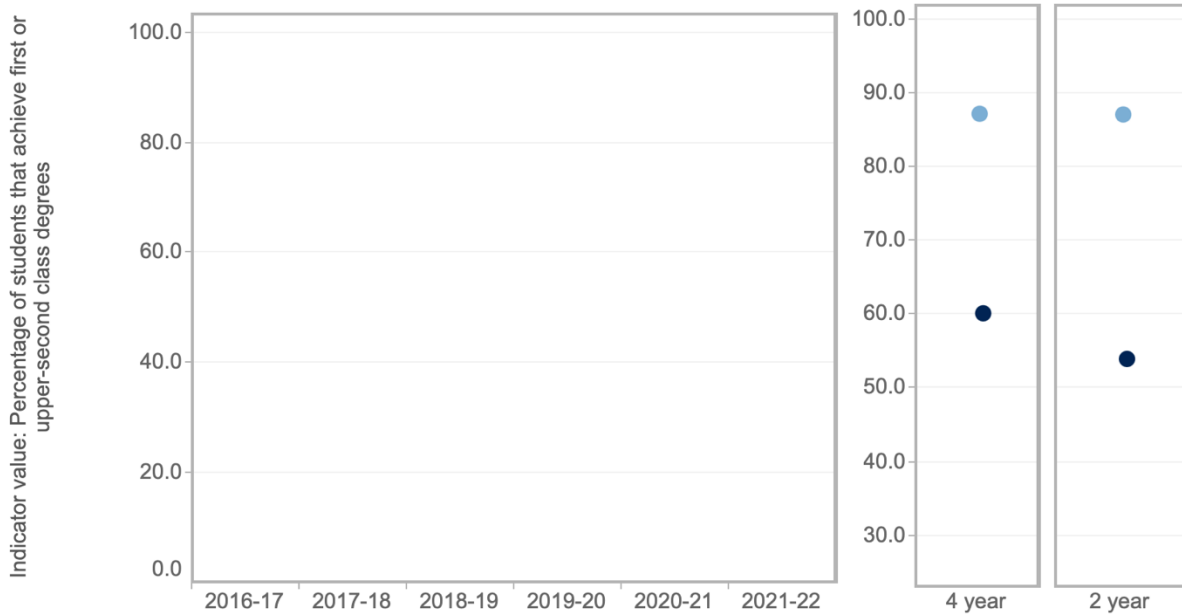
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (least participation)	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]
Quintile 2	[none]	[none]	[none]	[low]	[low]	[none]	[low]	[low]
Quintile 3	[none]	[none]	[none]	[low]	[low]	[none]	[low]	[low]
Quintile 4	[none]	[low]	[low]	[low]	[low]	[low]	87.1%	87.0%
Quintile 5 (most participation)	[none]	[low]	[low]	[low]	[low]	[low]	60.0%	53.8%

Key
- Quintile 1 (least participation)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (most participation)

STUDENTS FROM GLOBAL MAJORITY

Ethnicity data is very small (n =<30 in each ethnic grouping, each year), with most annual data across the ethnic groupings being subject to suppression. Examining outcomes for White students and all other ethnicities grouped together it is possible to see 4-year and 2-year averages which show a 13.3pp and 16.3pp gap, suggesting the gap has widened. This is concerning and is worse than the equivalent figures for the sector which show the gap closing from 11.3pp to 10.2pp on the 4-year and 2-year gap respectively.

Attainment indicator values for: Ethnicity
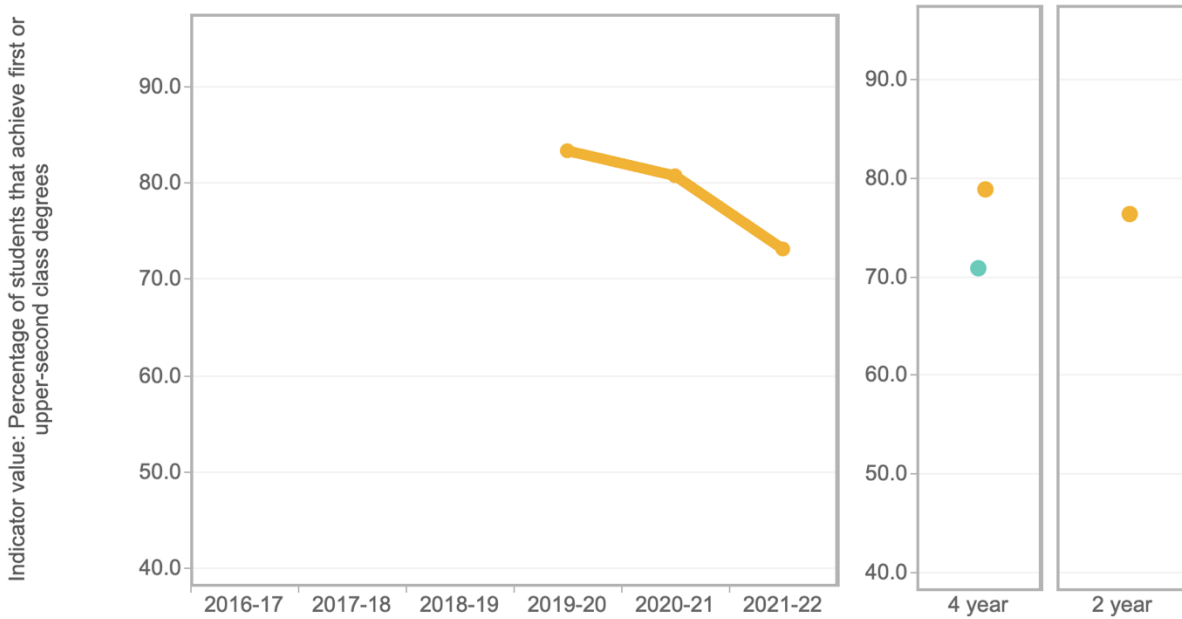
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	[none]	[none]	[none]	[none]	[low]	[low]	[low]	[low]
Black	[none]	[none]	[none]	[low]	[low]	[low]	[low]	[low]
Mixed	[none]	[none]	[none]	[low]	[low]	[low]	70.8%	[low]
Other	[none]	[none]	[none]	[none]	[none]	[none]	[none]	[none]
White	[none]	[low]	[low]	83.3%	80.7%	73.1%	78.8%	76.3%

Key
- 🟦 Asian
- 🟥 Black
- 🟩 Mixed
- 🟪 Other
- 🟧 White

DISABLED STUDENTS

Data by disability type is very small and therefore largely supressed for annual performance data and aggregate data for some groups. Overall attainment outcomes for all disabled learners over the last 4-year aggregate is 75.0%, which is almost equal to the attainment rate for students with no declared disability (75.8%) over the same period. The 2-year average shows a very small gap opening, with 70.4% of students reporting a Disability receiving a good degree outcome compared to 72.2% of those with no declared disability. Sector data for the same period shows a smaller gap of just 1pp for the 4-year average and 0.4pp for the 2-year average.

OfS data for specific disability types is suppressed for Point Blank due to small numbers so it was not possible to analyse further using the OfS dashboards, however we commit to monitoring this internally by disability type.

Attainment indicator values for: Disability type
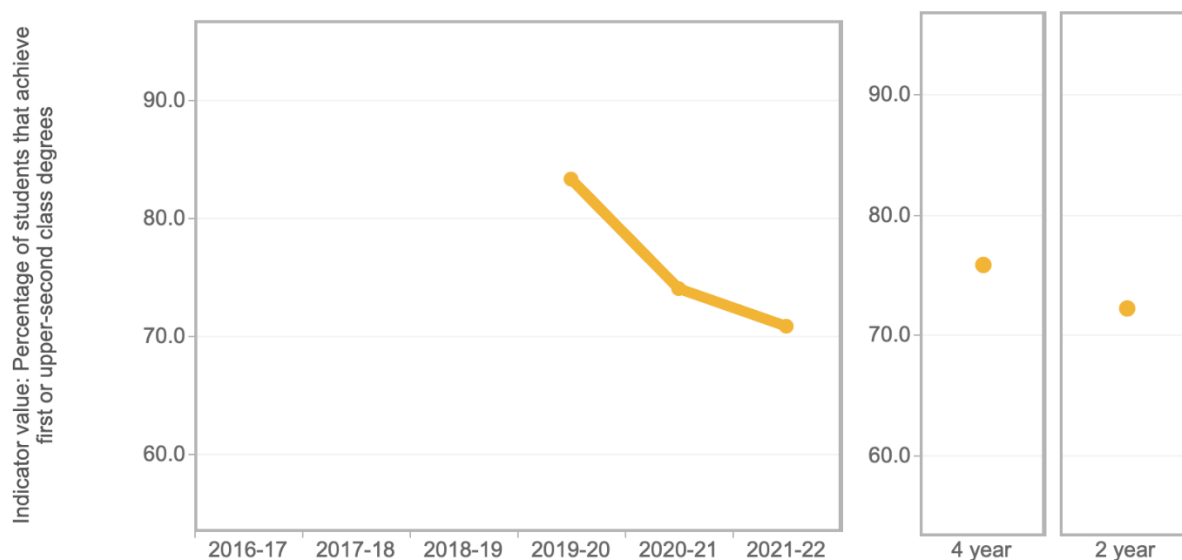
Indicator value: Percentage of students that achieve first or upper-second class degrees

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Cognitive or learning difficulties	[none]	[none]	[low]	[low]	[low]	[low]	[low]	[low]
Mental health condition	[none]	[none]	[none]	[none]	[low]	[none]	[low]	[low]
Multiple impairments	[none]	[none]	[none]	[none]	[none]	[low]	[low]	[low]
No disability reported	[none]	[low]	[low]	83.3%	74.0%	70.8%	75.8%	72.2%
Sensory, medical or physical impairment	[none]	[none]	[none]	[none]	[none]	[none]	[low]	[none]
Social or communication impairment	[none]	[none]	[none]	[none]	[none]	[none]	[none]	[none]

Key
- ■ Cognitive or learning difficulties
- ■ Mental health condition
- ■ Multiple impairments
- ■ Sensory, medical or physical impairment
- ■ Social or communication impairment
- ■ No disability reported

MATURE STUDENTS (21 YEARS AND OVER)

In the latest year, outcomes for mature learners are lower (66.2%) than young learners (77.8%). There is a positive gap in attainment between these groups of over the last 4-year aggregate period of -3 percentage points (pp). However, this becomes a negative gap for the latest 2-year aggregate, at 2.2 pp. This contrasts with the average sector performance, which shows a 10.2pp and 10.1pp gap in attainment for mature learners over the 4-year and 2-year aggregate periods respectively.

The fluctuation in attainment rates for young learners makes it difficult to see a pattern in their attainment rates but the steady decline in attainment for mature learners over the 3 years of available data is an emerging risk which we will need to monitor.

Attainment indicator values for: Age
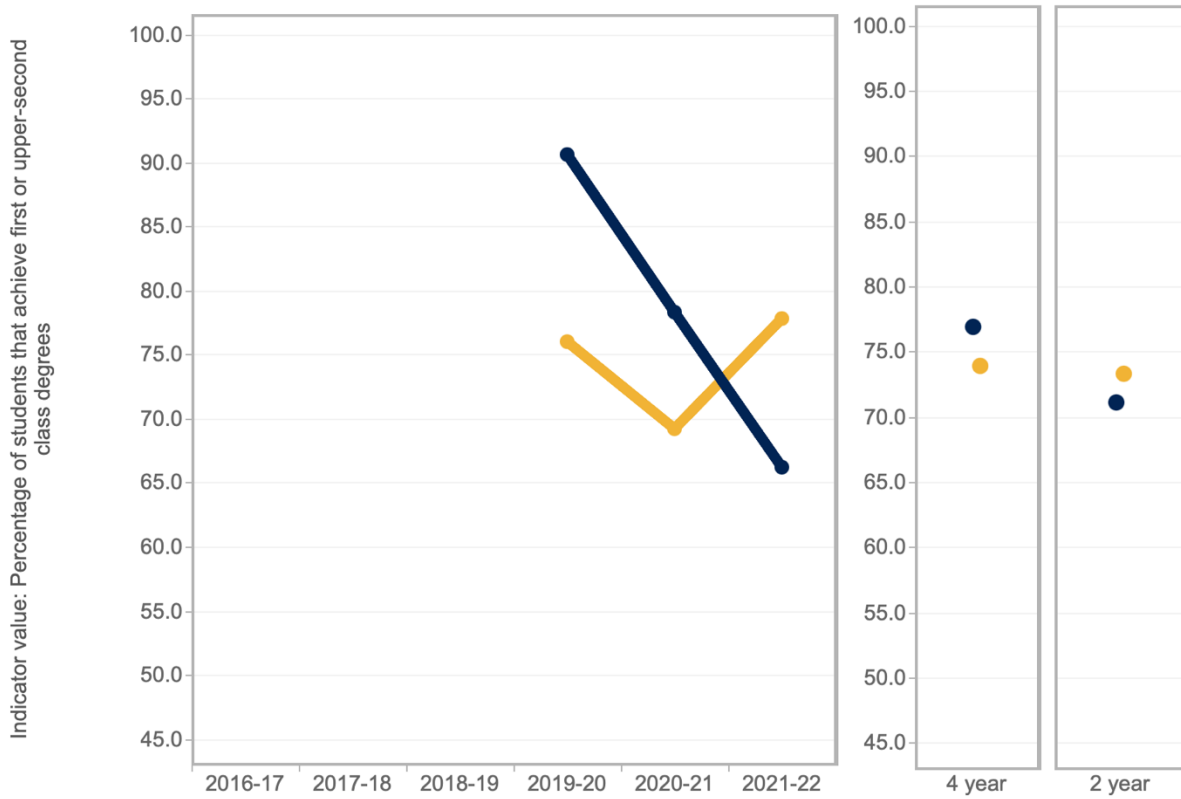
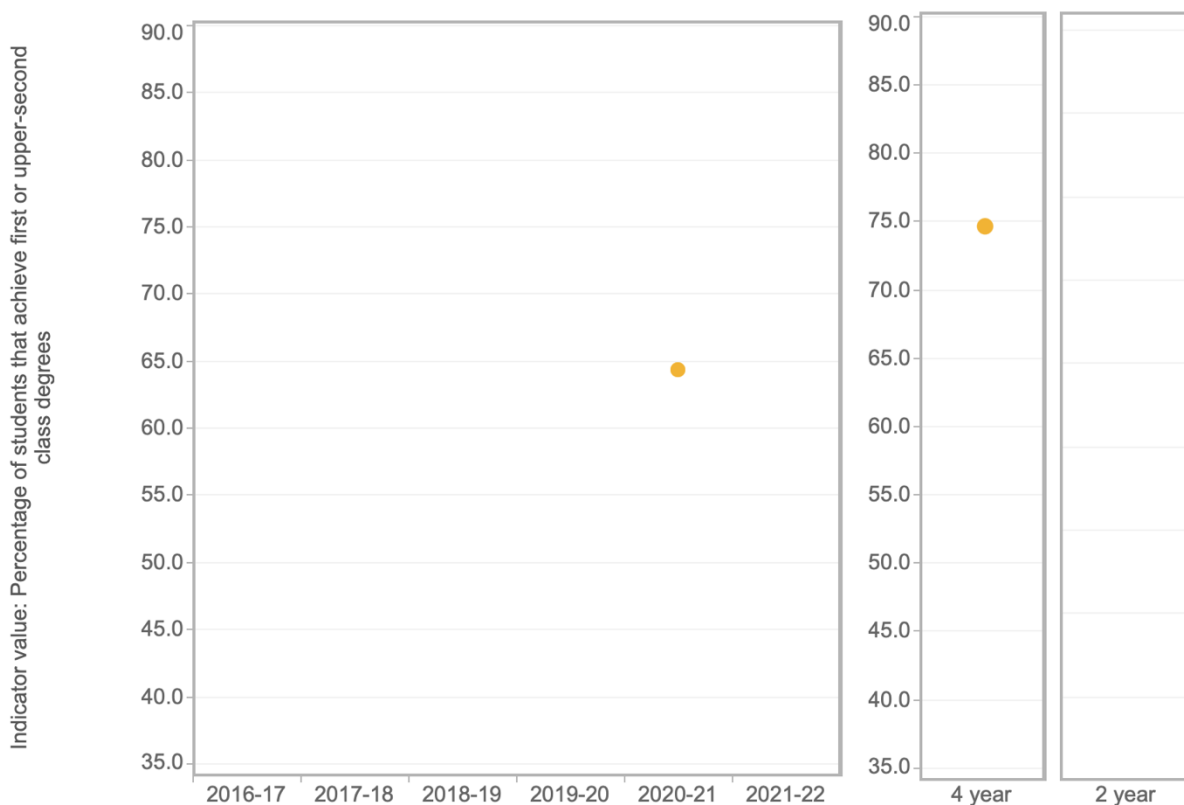|	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Mature (21 and over)	[none]	[low]	[low]	90.6%	78.3%	66.2%	76.9%	71.1%
Young (under 21)	[none]	[low]	[low]	76.0%	69.2%	77.8%	73.9%	73.3%

Key
- Mature (21 and over)
- Young (under 21)

STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AT KEY STAGE 4

Most FSM eligibility data for attainment is suppressed for Point Blank due to small numbers and so analysis was not possible here.

Attainment indicator values for: Eligibility for free school meals (at key stage 4)

Indicator value: Percentage of students that achieve first or upper-second class degrees

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Eligible		[none]	[none]	[none]	[none]	[low]	[low]	[low]
Not eligible		[none]	[low]	[low]	64.3%	[low]	74.6%	[DP]

Key
■ Eligible
■ Not eligible

PROGRESSION

This section provides Point Blank Music School's performance in progression of students from the OfS key target groups. Progression is measured as graduation into further post-graduate study, or into highly skilled/ professional or managerial employment outcomes.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

Most annual data for this group is supressed due to the extremely small cohorts, with no data available at all for IMD Quintile 1. Only the 4-year aggregate performance data has values for IMD Q2-5 and we see a mixed pattern emerge with Q3 performing best with 84.0% progression to a positive graduate outcome and Q4 performing worst at 69.4%. This is in contrast to the sector data where the more deprived quintiles tend to do worse than the more advantaged. Given the lack of data and mixed picture from what is available, further analysis has not been possible.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Deprivation quintile (IMD 2019)
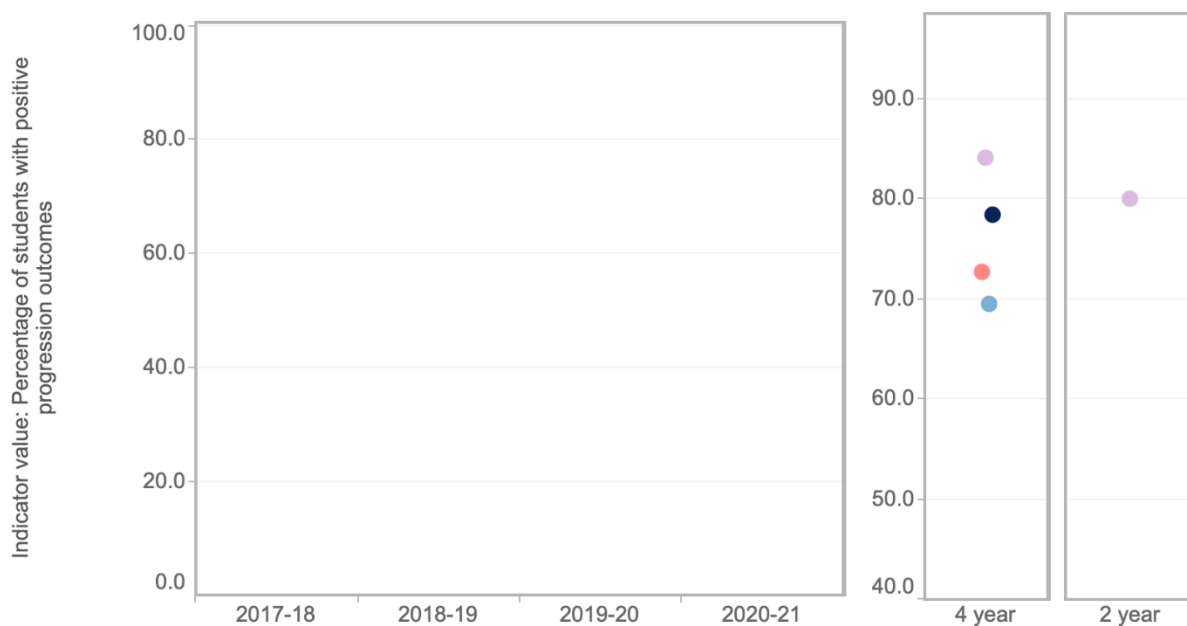
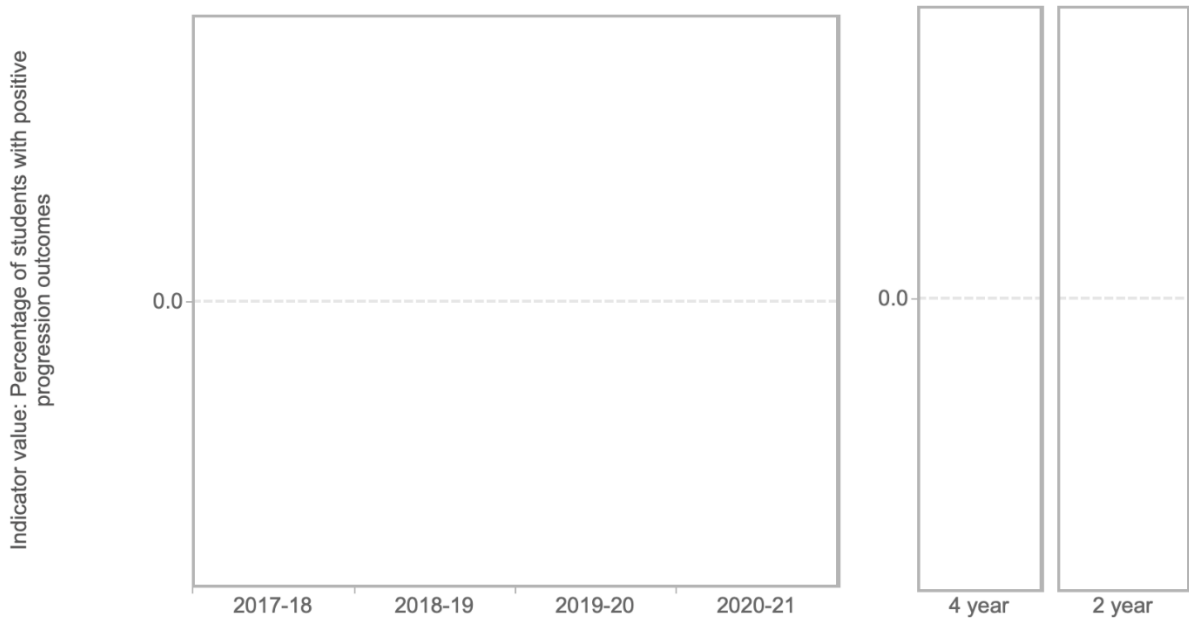|	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (most deprived)	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 2	[low]	[low]	[low]	[low]	72.6%	[low]
Quintile 3	[none]	[low]	[low]	[low]	84.0%	79.9%
Quintile 4	[low]	[low]	[low]	[low]	69.4%	[low]
Quintile 5 (least deprived)	[low]	[low]	[none]	[low]	78.3%	[low]

Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

Data on progression split by TUNDRA was entirely suppressed on the OfS dashboard so analysis was not possible here.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: TUNDRA quintile

	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (least participation)	[none]	[none]	[none]	[none]	[none]	[none]
Quintile 2	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 3	[none]	[none]	[none]	[low]	[low]	[low]
Quintile 4	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 5 (most participation)	[low]	[low]	[low]	[low]	[low]	[low]

Key
■ Quintile 1 (least participation)
■ Quintile 2
■ Quintile 3
■ Quintile 4
■ Quintile 5 (most participation)

STUDENTS FROM THE GLOBAL MAJORITY

Ethnicity data is very small, even over the 4-year aggregate period, and analysis of individual ethnicity groups was not possible for this measure. It is possible to analyse the gap between White students and all other ethnicities grouped together, where we see all other ethnicity students outperforming their White peers at -5.5pp and -6.3pp gaps for the 4-year and 2-year averages respectively.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Ethnicity
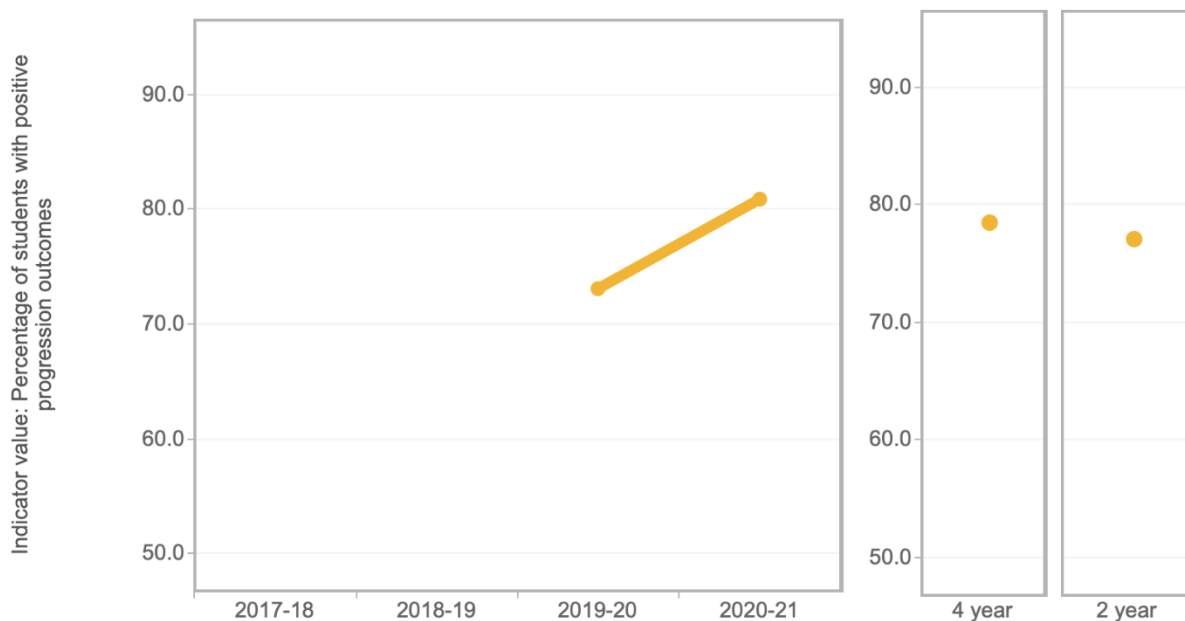
	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Asian	[none]	[none]	[none]	[low]	[low]	[low]
Black	[none]	[none]	[low]	[low]	[low]	[low]
Mixed	[none]	[none]	[low]	[low]	[low]	[low]
Other	[none]	[none]	[none]	[none]	[none]	[none]
White	[low]	[low]	73.0%	80.8%	78.4%	77.0%

Key
- Asian
- Black
- Mixed
- Other
- White

Progression gap: Ethnicity – White compared with all ethnicities except white

White compared with all ethnicities except white	2017-18	2018-19	2019-20	2020-21	4 year	2 year
	[none]	[none]	[low]	[low]	-5.5pp	-6.3pp

DISABLED STUDENTS

Data by specific disability type is very small and not reportable. Even when considering all students declaring a disability aggregated together, figures remain suppressed, so analysis was not possible for the Progression measure.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Disability
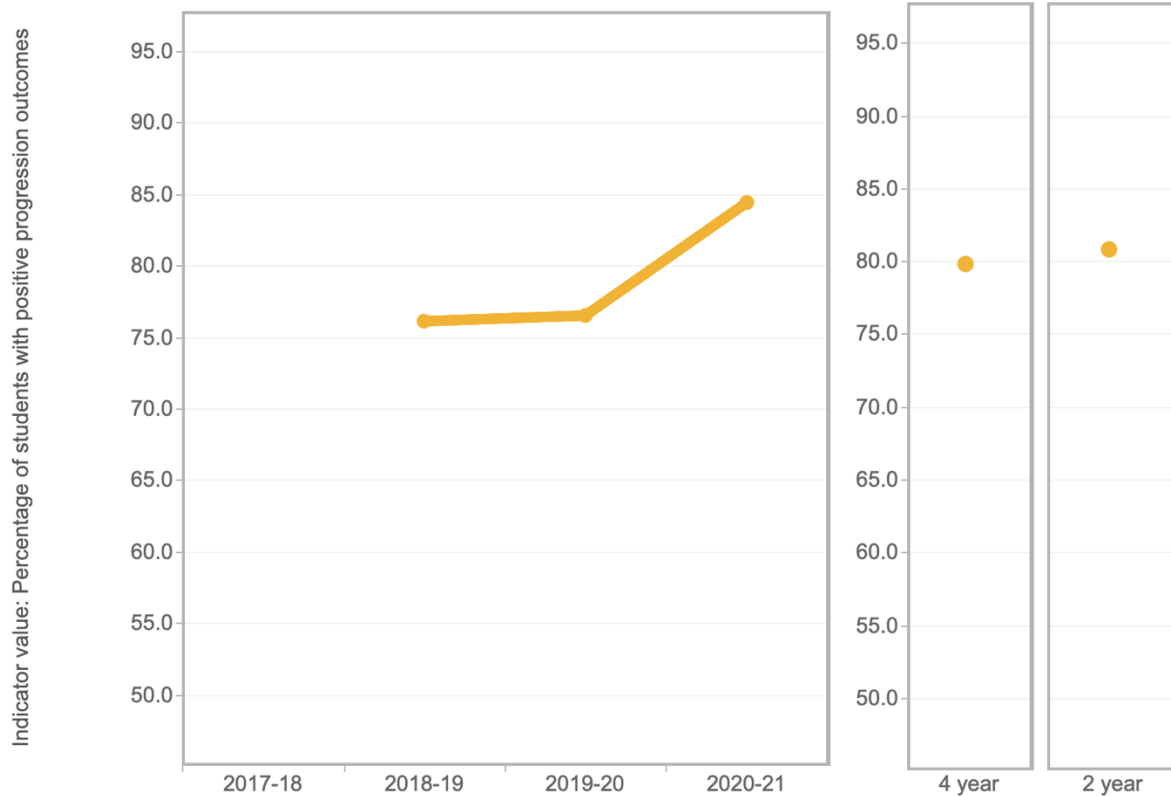
	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Disability reported	[none]	[none]	[low]	[low]	[low]	[low]
No disability reported	[low]	76.1%	76.5%	84.4%	79.8%	80.8%

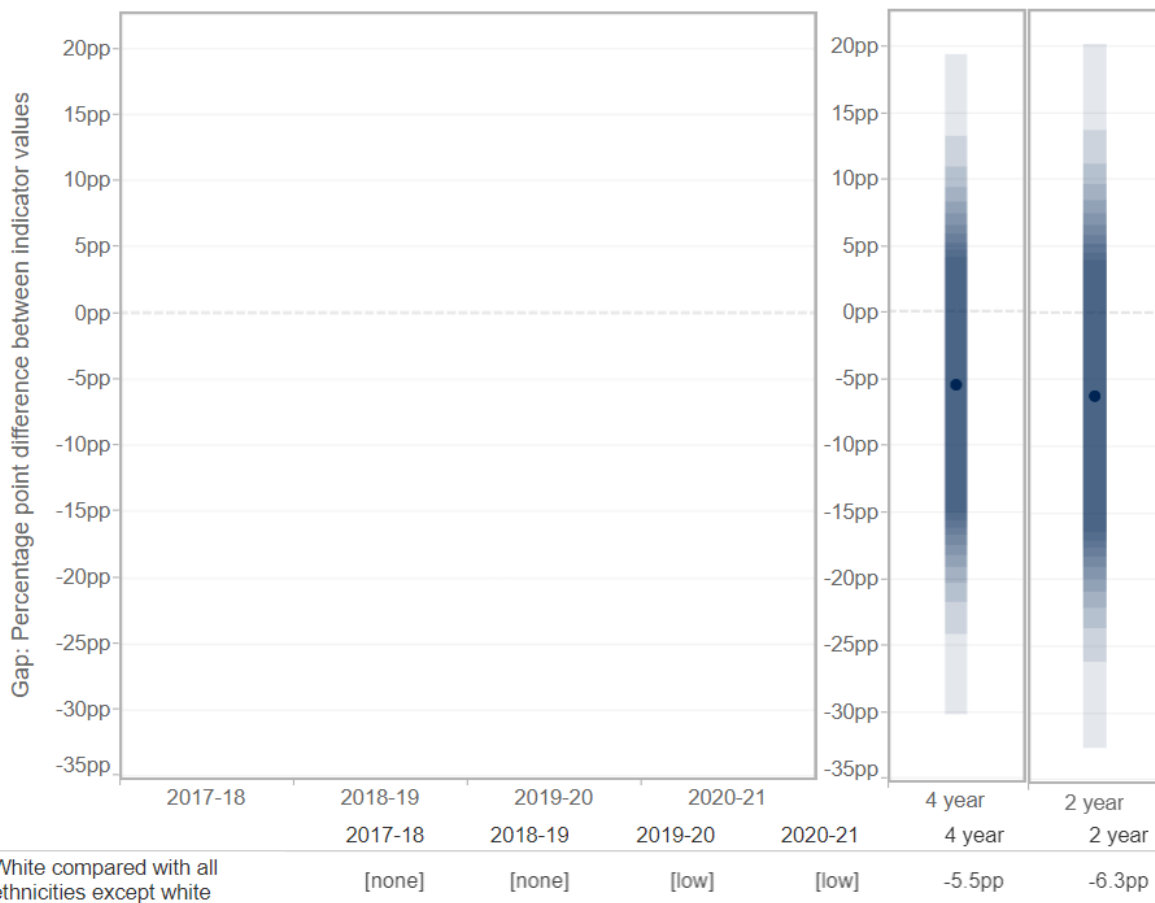## Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Disability type
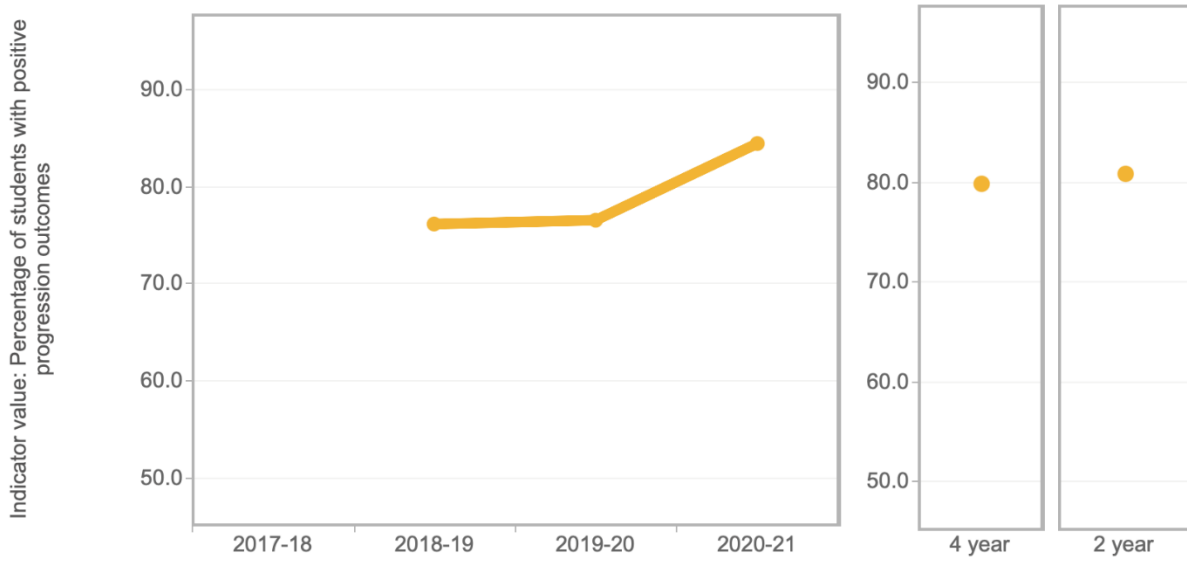
	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Cognitive or learning difficulties	[none]	[none]	[none]	[low]	[low]	[low]
Mental health condition	[none]	[none]	[none]	[none]	[low]	[low]
Multiple impairments	[none]	[none]	[none]	[none]	[none]	[none]
No disability reported	[low]	76.1%	76.5%	84.4%	79.8%	80.8%
Sensory, medical or physical impairment	[none]	[none]	[none]	[none]	[low]	[low]
Social or communication impairment	[none]	[none]	[none]	[none]	[none]	[none]

Key
- Cognitive or learning difficulties
- Mental health condition
- Multiple impairments
- Sensory, medical or physical impairment
- Social or communication impairment
- No disability reported

MATURE STUDENTS (21 YEARS AND OVER)

Much of the progression data by age is suppressed for Point Blank due to small numbers. The data that is available suggests a mixed picture, with Mature learners outperforming their young peers on the 4-year average (80.0% mature vs 76.5% young) and this pattern reversing on the 2-year average (76.4% mature vs 81.2% young). This pattern echoes the one present in the wider sector and suggests there may be more challenges emerging for mature learners in recent years when it comes to Progression.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Age
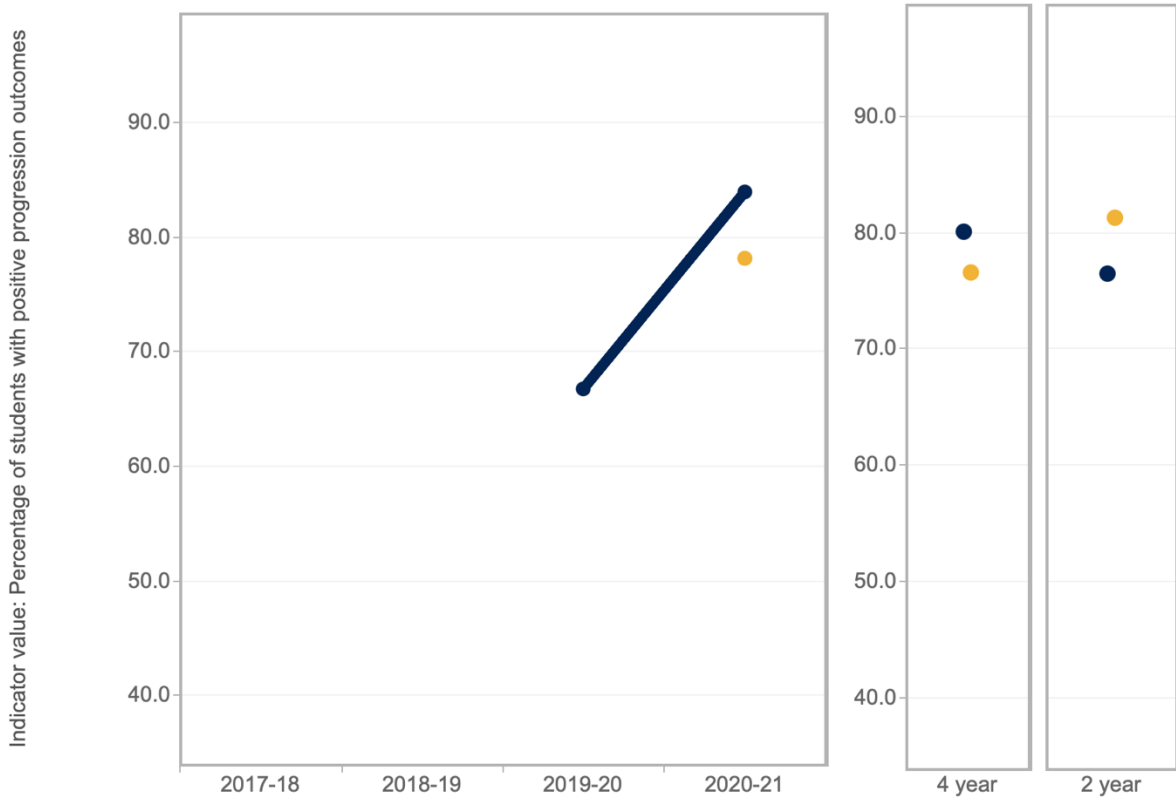
	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Mature (21 and over)	[low]	[low]	66.7%	83.9%	80.0%	76.4%
Young (under 21)	[low]	[low]	[low]	78.1%	76.5%	81.2%

Key
■ Mature (21 and over)
■ Young (under 21)

ABCS

Data for the ABC measure is extremely small (n = <35 in each year over last 4 years) and is not reportable annually for all quintiles. Given this context, and the newness of this measure, we do not consider this analysis meaningful at this time. While the data for 4-year aggregate suggests a 1.2 percentage point (pp) gap in progression between ABC Quintile 2 and Quintile 5, we consider these data too small to draw meaningful conclusions.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: ABCS quintile
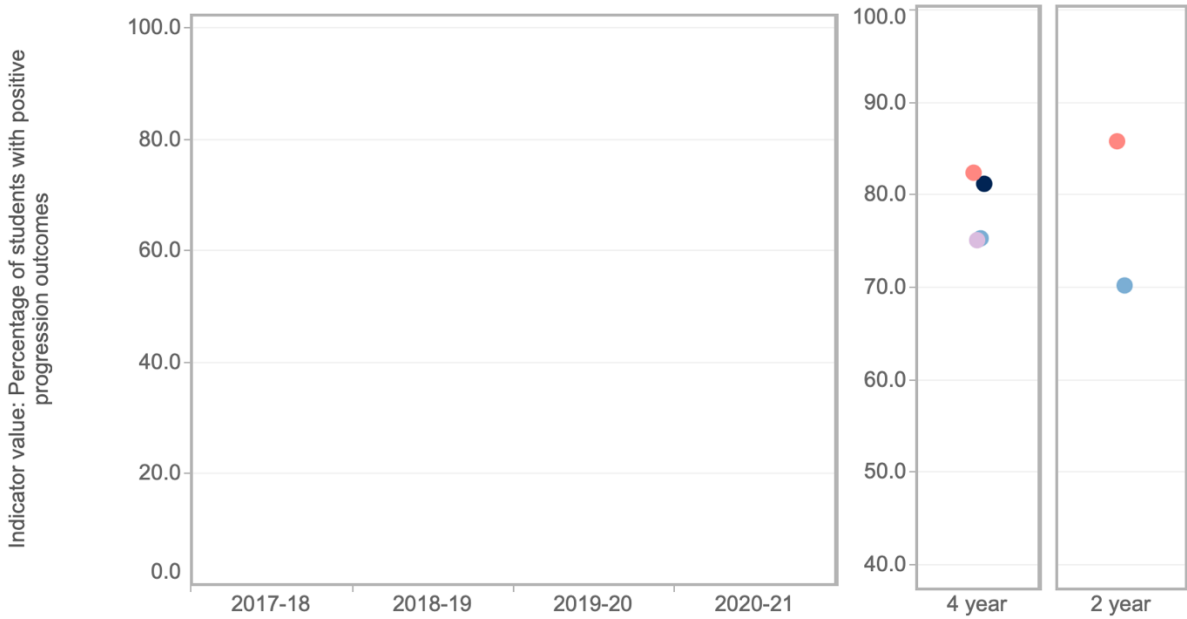
	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1	[none]	[none]	[low]	[low]	[low]	[low]
Quintile 2	[low]	[low]	[low]	[low]	82.3%	85.7%
Quintile 3	[low]	[low]	[low]	[low]	75.0%	[low]
Quintile 4	[none]	[low]	[low]	[low]	75.2%	70.1%
Quintile 5	[low]	[low]	[low]	[low]	81.1%	[low]

Key
- ■ Quintile 1
- ■ Quintile 2
- ■ Quintile 3
- ■ Quintile 4
- ■ Quintile 5

STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AT KEY STAGE 4

Data for this measure is very small and annual data is supressed and not reportable for eligible students. As there was no available data on progression for FSM eligible students, further analysis was not undertaken.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Eligibility for free school meals (at key stage 4)

	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Eligible	[none]	[none]	[none]	[none]	[none]	[none]
Not eligible	[none]	[low]	[low]	[low]	73.7%	77.0%

Key
- Eligible
- Not eligible

4. Summary of targets

Based on our performance assessment and the highlighted indicators of risk, this Plan will focus on the following areas, which are relevant to our specific context and where we have determined we can make greatest impact:

1. To reduce the gap in the achievement of 'good degree outcomes' (First and 2:1 awards) between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers from 13.3% (4-year aggregate) to 7.5% by 2028-29
2. To reduce the continuation gap between students from the global majority (Black, Asian, Mixed, and other ethnicities), and their white peers, from 8.8% (4-year aggregate) to 5% by 2028-29.
3. To reduce the completion gap between students from the global majority and their white peers from 21.4% (4-year aggregate) to 15% by 2028-29

4. To eliminate the continuation gap* between students from the most socioeconomically disadvantaged backgrounds (IMD Q1), compared to students from the least socioeconomically disadvantaged backgrounds (IMD Q5) by 2028-29. *currently 5%, 2-year aggregate*

While we note indicators of risk in the following areas, and commit to monitoring data related to these risks, we do not propose focusing on these in this Plan:

1. Continuation of Disabled students, specifically those with a specific learning difficulty or social/communication impairment.
2. Completion of Disabled students
3. Attainment gap of students between students from the most socioeconomically disadvantaged backgrounds (IMD Q1), compared to students from the least socioeconomically disadvantaged backgrounds (IMD Q5)

RISKS TO EQUALITY OF OPPORTUNITY

RISK 1 – KNOWLEDGE AND SKILLS

Differences over access to a high-quality education, and the resources needed to fully engage with it (including time and support), may limit opportunity.

Students may have less chance to acquire the knowledge and skills needed for successful higher education, or to achieve grades that reflect their knowledge and skills. It may also limit the range of subject and course options available, for example, at Key Stage 5. Factors that influence this can include (but are not limited to) a student's home circumstances, the school that they attend or the area where they live.

There is a distinct underfunding of the arts in schools and in many cases, an undervaluing of music teachers. Access to quality music education for young learners if often reliant on teachers and external agencies providing extracurricular clubs at lunchtimes, after school and even on weekends. Many of the music teachers in schools we work with are unsure from one year to the next whether their music provision at KS4 and KS5 will remain at all, whether down to lack of qualified teaching staff or low levels of interest amongst the student population. In the 12 years up to 2020, there was a 35% decline in the number of pupils taking Music at GCSE, and in 2022, numbers were the lowest since records began. Pertaining to the attainment-raising focus of the current OfS agenda, feedback from schools has suggested that their concerns are not with attainment – in fact, those that do take the subject achieve well – rather it is with issues such as school funding allocations, a lack of industry-led careers education and awareness of the benefits of studying music amongst both pupils and their supporters. They report that while large numbers of pupils have a clear love for music, it is often entirely extracurricular, and this is in part due to the traditional nature of much of the curriculum; lack of representation of non-Western/non-classical genres, prioritisation of instrumental learning over technology-based production and performance, and a lack of access to equipment leading to a reliance on self-directed learning. Many learners may be interested in pursuing a career in the music industry outside of the obvious role of a performer but lack awareness of the diverse range of roles such as music publishing, marketing, music law, production and mastering, sound engineering, live events, A+R and management.

At Point Blank, we work closely with a number of schools and understand the challenges facing music provision specifically, and in particular, music technology elements of the GCSE curriculum. We have therefore included both digital and in-person practical provision to upskill learners in elements of production, DJing and composition within IS1. We will also support teachers in local schools where there are gaps in knowledge of using digital audio workstations and improve awareness of the broad range of jobs within the music industry amongst teachers and careers advisers.

We support the UK Music 'Manifesto for Music' which outlines a number of approaches to enhancing music education and a significant investment in music teachers, and the inclusion of music technology and digital platforms in the National Plan for Music Education.

RISK 2 – INFORMATION AND GUIDANCE

A student's home circumstances, their school and access to resources in their local area may affect the amount and the quality of information that they receive about higher education options and future career progression. This can occur early on in a student's education and affect aspects such as their Key Stage 4 and Key Stage 5 course choice, or it may apply at the point of application, and limit both the choice and quality of a student's application.

Having built strong relationships with a number of music departments in schools, as well as music education hubs, we understand the gaps in IAG provision appropriate to our discipline areas. Through on-demand virtual classrooms, on and off-campus taster workshops, attendance at careers fairs and drop-down days, and careers resources, we will continue to support schools with large proportions of students from underrepresented groups to ensure their students are equipped with the necessary information to make informed decisions about whether a career in the music industry is right for them.

RISK 3 – PERCEPTIONS OF HIGHER EDUCATION

Even where a student has the grades and information or guidance required to choose a particular course or provider, they may not apply.

This can be due to a number of factors, including (but not limited to):

- financial or familial circumstances
- perception of the provider
- limited course provision (such as having no part-time courses).

Arts education is often undervalued despite the valuable role it plays in individual development. The metacognitive benefits developed through music are applicable to positive attainment in disciplines across the entire curriculum. Furthermore, the wider impact that involvement in music and the creative arts in general has on positive mental health is evidenced in multiple studies with a marked benefit shown in adolescent health and wellbeing in terms of emotional intelligence, mood regulation and stress relief.

As noted above, we will support learners at KS4 and KS5 by giving them the opportunity to experience what it is like to study at a small and specialist provider of music-related higher education. We will support teachers and careers advisers to understand the benefits of studying our discipline areas at degree level and in particular, the industry relevance of our courses, which we know is of huge importance to learners who may have concerns about the value of higher education in terms of their

career prospects. Our course provision is wide-ranging. At our London campuses we offer a foundation year, traditional 3-year pathways, 2-year accelerated degrees, CertHE, DipHE. Our online school offers a full 3-year BA and a CertHE option.

RISK 6 – INSUFFICIENT ACADEMIC SUPPORT

Whatever the grades that a student has when they enter higher education, different students may require different levels of academic support.

This may be due to:

- their individual circumstances, such as personal health issues, special educational needs (SEN) diagnosis or home difficulties that impact on a student's ability to engage to the fullest extent with their academic studies
- differences in educational experiences before university that did not equip them with the same level of relevant skills or knowledge as other students.

We understand that our students come from a range of educational backgrounds with a variety of previous knowledge and skills. We have a higher-than-average proportion of mature learners who may have been out of traditional educational for a while. School and college leavers who progress to our degree courses come from a range of academic backgrounds. Our academic support aims to ensure that all students are able to succeed in their studies and are equipped to progress on to a career in the music industry.

Our Academic Engagement Team and Library and Learning Resources Manager oversee a range of academic support mechanisms at Point Blank. Academic workshops are open to all students and run alongside their degree programme in areas such as music theory, academic writing, and presentation skills, as well as more specific skill-based module primers in areas such as sound engineering or audio for games. Students are also able to book 1-2-1 support with academic writing, study strategies and understanding assignment feedback via the Academic Success Centre. As part of induction, students are introduced to the library on our London campus and the e-library, and students can request 1-2-1 support with the Library and Learning Resources Manager for help with using the library resources, referencing and academic writing, at any time during their studies. The Disability Support Co-ordinator meets with every applicant who discloses a disability or specific learning difference on their application to inform them of available reasonable adjustments to learning. Students are also informed about Disabled Students Allowance and support through the process of making an application for DSA, should they wish to do so. Students with a learning support plan are offered regular check-ins with the DSO, providing the opportunity to regularly review the support and its effectiveness. More information regarding disability support at Point Blank can be found here.

As referenced in IS2, our academic engagement team ensure timely signposting to academic support provision for students who are flagged as at-risk due to low attendance or engagement, or as flagged by their lecturer. Furthermore, our review of the personal tutoring scheme has resulted in our implementing a pastoral 1-2-1 for all incoming students at Level 4, where they will self-assess where they feel they are at in a number of areas, both personally and academically. This self-assessment will enable us to personalise a student's support plan according to their individual needs, knowledge, and skill gaps.

RISK 7 - INSUFFICIENT PERSONAL SUPPORT

Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.

In addition to personalised academic support, the mental health and wellbeing of our students is of paramount importance to their ability to succeed on their course. Point Blank's Student Experience team provide a range of support services ranging from disability support to practical advice around finance and accommodation. All HE students at Point Blank are eligible to access the counselling service, either in-person or online. IS1 outlines our commitment to improving our student support mechanisms and incorporating student feedback into all intervention strategy activity. We particularly recognise the importance of sense of belonging and community and have designed a large amount of IS1 activity with the aim of enhancing these elements of the Point Blank student experience, including events to celebrate diversity, and a strategy to ensure that the Students' Union and societies are appropriately supported.

RISK 8 – MENTAL HEALTH

Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing or may develop during higher education study.

Some students may have difficulties that are not formally diagnosed or treated, and may experience delays in receiving a diagnosis, treatment, or support. Some students may not report mental health difficulties. Where students do have an existing diagnosis, the transition point between adolescent and adult services may lead to delays in treatment.

In addition to the provisions outlined under Risk 7, Point Blank's disability support service is able to consider implementing reasonable adjustments to learning for students who are awaiting medical diagnosis. Students are actively encouraged to communicate mental ill health to the wellbeing team, and our small class sizes mean that students often communicate such matters to their lecturer. As a smaller than average HE institution, student support services are front-facing, easily accessible and students can easily drop in any time they are on campus.

We are aware of the impact of financial pressures on students' mental health. IS2 outlines enhancements we have made to our financial support provision with the aim of mitigating cost-of-living pressures for those most in need. Our financial support provision is detailed under Risk 10.

RISK 9 – ONGOING IMPACTS OF CORONAVIRUS

Students may be affected by the ongoing consequences of the coronavirus pandemic.

Access to school for students varied a lot during the coronavirus pandemic. This may result in differential knowledge and skills, and ability to adapt to a higher education environment.

As detailed under Risk 4, Point Blank's admissions processes are designed to be fair and accessible, taking into account the potential impacts of coronavirus on applicants' ability to achieve academic entry requirements. Our Alternative Entry Arrangement process provides applicants with the opportunity to evidence ability to succeed on the course through previous assignment work, personal statement, and written assessment.

We recognise that many of our students are accustomed to a hybrid model of learning following a move to remote education during their KS4 and KS5 education. Flexible and on-demand access to learning materials is embedded into our degree programmes through our Virtual Learning Environment. From an extra-curricular perspective, IS1 activity will build on this with enhancement to online communities and events using digital platforms.

Many young people who experienced severe educational disruption during the coronavirus pandemic have only just entered higher education or are yet to do so. As a result, the evidence underlying the impact of coronavirus on higher education studies is still limited and we commit to better understanding the associated impact on our students over the duration of this plan.

RISK 10 – COST PRESSURES

Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.

This is likely to be due to multiple factors, including (but not limited to):

- some students undertaking more paid work than is feasible alongside full-time study
- students experiencing poorer mental health as a result of financial concerns
- students having to support families

In this plan, we have enhanced our bursary offer significantly, moving from having a limited number of bursaries to a simplified model based on household income, available to all eligible students. A Care Leaver and Estranged Student bursary will be made available to all students verified by SLC as care experienced or estranged from their family, and a larger bursary amount has been made available in recognition of additional costs faced by these students out of term time. We have also improved our Financial Assistance Fund to include elements such as supermarket food vouchers and making these more accessible without the need for a full application to the assistance fund. All applications to the FAF are dovetailed with personalised budgeting support, and more broadly, 'Money Matters' budgeting advice workshops are available to all students on a termly basis. Within IS2 we will build on these support mechanisms and co-create resources for students, with students, focused on balancing part-time work with your studies, healthy low-cost meals, and general budgeting advice.

RISK 11 – CAPACITY ISSUES

Students may not have equal opportunity to access limited resources related to higher education. Increasing student numbers may limit a student's access to key elements of their expected higher education experience. This could disproportionately affect those without the financial resources or wider support to react appropriately.

For example, where appropriate student accommodation is limited, students with less money or who are accepted at a late stage in the application cycle, may not be able to secure suitable housing.

As a provider without accommodation, we ensure that applicants are supported with applications to housing and private student accommodation from the point of application. Our Open Days and Offer Holder Days enable students, parents, and supporters to discuss local options and our course advisers and student experience teams are able to offer individualised support with housing and accommodation at any point in the student journey. We are committed to reviewing our

accommodation-related support and will explore options with local providers to improve the experience of our applicants.

Point Blank is undergoing a large campus expansion, with our new campus due to open in September 2024. The campus expansion project is a multi-million-pound investment in our physical learning environment funded entirely by Point Blank Music School. This project is focussed on making major enhancements to the student experience including:

• Library – we have made provision for an upgraded library facility including apportioning an increased budget to this area for books, industry periodicals, and academic journals. This is a more 'typical' library space where students can study quietly and independently. We have consulted with the students on the layout and design of this space and are confident they will enjoy this area. The additional space will empower us to diversify the types of resources we currently offer. We expect this work to improve our students' perceptions of the library learning resources and increase the satisfaction rate gleaned in future NSS. Having a larger, and more conventional library space will provide the perfect supportive environment to our at-risk students. This new space will be particularly valuable cohorts from lower socio-economic backgrounds who do not otherwise have access to quiet spaces, technology or bandwidth.

 • The studio classrooms - state-of-the-art, intimate learning settings with a maximum of 16- 20 students per studio. The studios include industry-leading equipment such as Solid-State Logic mixing consoles, Pro Tools HD, plus individual MAC workstations with the latest industry standard music-making software. The DJ Studios feature Pioneer DJ equipment, known around the world as industry–leading in its field and with whom Point Blank has a long standing and fruitful relationship. Two further singing studios have been included in the expansion to support the Music Production & Vocal Performance degree course which launched in Sept 2022. In total there will be 16 brand new studios within the campus expansion allowing the students to be taught in comfort with fantastic facilities curated by our team which outshine our competitors.

 • Small private practice studios – designed to allow students to work on their practical assignments outside of lecture hours, these studios resemble small recording studios, again featuring industry standard equipment.

 • Breakout spaces – following feedback from staff and students alike we have made provision for more breakout spaces designed for small meetings where privacy is important, whether between staff members or staff and students. We fully recognise the need to support and comfort those who need privacy and discretion whether talking about academic, financial, domestic, or mental health issues.

• Auditorium/performance area – This is a communal space where the students can meet up, socialise, network, collaborate and relax but also doubles up as a performance area and nightclub with a stage, lighting rig and sound system. This area is where the students take part in the regular termly performances scheduled as part of their courses e.g., singing students perform, DJ students play their sets etc and will also be used for Open Days, masterclasses, student collaborations and special guest lectures.

5. Conclusion

This assessment provides the basis for the focus areas in our new Access and Participation Plan, 2025-26 to 2028-29. As our datasets grow, we will continue to monitor our performance across the lifecycle and for various target groups, being cognisant of our own experiences as a smaller, specialist provider but also the national picture for equality of opportunity.

We are committed to the focus areas we have chosen because they align with our institutional priorities to improve the on-course experience, increase the sense of belonging and community, and improve retention through enhanced and personalised support. We therefore take a whole provider, strategic and embedded approach to our Access and Participation Plan and indeed, the data and evidence underpinning it.

We will continue to incorporate robust evaluation and student feedback into all elements of intervention strategy activity, and we are prepared to adapt activity appropriately where evaluation shows that the desired impacts are not being achieved.

ANNEX B: EVIDENCE BASE FOR ACTIVITIES

Intervention Strategy	Activity Summary	Evidence (reference / links)	Key points from evidence and reference to proposed activity
School/College/ Community outreach: Pre-16 Attainment Support.	Teacher CPD for upskilling music educators in schools, in areas of music technology and understanding of careers within music industry. Digital Learning Hub	OfS. 2022. Schools, attainment and the role of higher education. Insights. https://www.officeforstudents.org.uk/media/cd782ede-93d9-4de0-9f50-3c95a49aabf3/ofs-insight-brief-13-updated-10-may-2022.pdf EPI. 2021. The effects of high-quality professional development on teachers and students: A cost-benefit analysis. https://epi.org.uk/publications-and-research/the-effects-of-high-qualityprofessional-development-on-teachers-and-students/ The Sutton Trust. 2014. What makes great teaching?. https://www.suttontrust.com/our-research/great-teaching/ Thomas, J. 2022. Create Aspire Transform: How can Creative Professional Development (CPD) support Creative Cultural Learning in schools? Int J Art Des Educ, 41, pp. 125-141. https://doi.org/10.1111/jade.12396	Evidence indicates that: • teacher professional development as part of partnerships with schools and colleges can be beneficial with student aspiration and attainment raising. • engaging teachers in professional development in creative subjects fosters confidence in their ability to advocate emphasis, embedding, and enhancement of the teaching of the arts in school curricula.
School/College/ Community outreach: Careers Education, Information, Advice and Guidance for prospective students.	Workshops and activities for KS3 – KS5 learners Provision of equipment to selected local schools We will aim to engage 10 x schools/colleges with KS5 activity, and 5 x schools per year with KS3-4 activity.	TASO evidence toolkit, on information, advice, and guidance: https://taso.org.uk/intervention/information-advice-and-guidance/ TASO evidence toolkit on multi-intervention outreach: https://taso.org.uk/intervention/multi-intervention-outreach/ TASO evidence toolkit on pre-entry study and soft-skills support: https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/ McCabe, C., K. Keast & M.S. Kaya. 2022. Barriers and facilitators to	Key points from the evidence suggest that outreach programmes like ours, can: • have a small positive effect on prospective students' attitudes, aspirations, and application to HE. • help disadvantaged students with decision-making and preparation to apply to and study in HE. • enhance motivation to apply to HE and

| | | university access in disadvantaged UK adolescents by ethnicity: a qualitative study. Journal of Further and Higher Education, 46(10), pp. 1434-1446. https://doi.org/10.1080/0309877X.2022.2086037

Boliver, V. & M. Powell. 2020. Fair admission to universities in England: improving policy and practice. Nuffield Foundation. https://www.dur.ac.uk/resources/sass/research/briefings/fairadmissionreport.pdf

Joseph Rowntree Foundation. 2010. Poorer children's educational attainment: how important are attitudes and behaviour? https://www.jrf.org.uk/report/poorer-children%E2%80%99s-educational-attainment-how-important-are-attitudes-and-behaviour

Hayton, A., P. Haste & A. Jones. 2015. Promoting diversity in creative art education: The case of Fine Art at Goldsmiths, University of London. British Journal of Sociology of Education, 36 (8), pp. 1258–76. http://dx.doi.org/10.1080/01425692.2014.899891

BIS. 2015. Understanding progression into higher education for disadvantaged and under-represented groups. https://assets.publishing.service.gov.uk/media/5a80876f40f0b6230269409a/BIS-15-462-understanding-progression-into-higher-education-final.pdf

Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Dickinson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. Advance HE. http://shura.shu.ac.uk/29312/

Comunian, R., T. Dent, D. O'Brien, T. Read & N. Wreyford. 2023. Making the Creative Majority: A report for the All-Party Parliamentary Group for Creative Diversity on 'What Works' to support diversity and inclusion in creative education and the talent pipeline, with a focus on the 16+ age category. | confidence in getting in.
• develop forms of social capital that are considered as part of applications (e.g., interviews and portfolios).
• alleviate student concerns and misconceptions about the value and cost of HE |

		https://www.kcl.ac.uk/cultural/projects/creative-majority-education	
Belonging, inclusion and celebrating diversity	Framework and activities to further enable Student Societies and Students' Union initiatives. Encouraging students to spend time on campus. Convene student working group to improve institutional understanding of lived experiences of students from the global majority and make recommendations accordingly.	Abrahams, J. and Ingram, N. (2013) 'The Chameleon Habitus: Exploring Local Students' Negotiations of Multiple Fields', Sociological Research Online, 18(4), pp. 213-226. Boulton, C. (2022) 'A Review of the Literature on Sense of Belonging and Community in Higher Education', Newcastle University. Unpublished. Lewis, K. and Hodges, S. (2014) 'Expanding the concept of belonging in academic domains: Development and validation of the Ability Uncertainty Scale', Learning and Individual Differences, 37, pp. 197-202. Lotkowski, V. et al. (2004) The Role of Academic and Non-Academic Factors in Improving College Retention: ACT Policy Report. Mannay, D. and Ward, M. (2020) 'The Coffee Club: An Initiative to Support Mature and Non-traditional Higher Education Students in Wales', in Crimmins, G. (eds) Strategies for Supporting Inclusion and Diversity in the Academy. London: Palgrave Macmillan, pp. 225-245. Murphy, M. et al. (2020) 'A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university', Science Advances, 6(29), pp. 1-7. Thomas, L. (2012) Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme. Walton, G. and Cohen, G. (2011) 'A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students', Science, 331(6023) Weiss, S. (2021) 'Fostering sense of belonging at universities', European Journal of Education, 56(1), pp. 93 – 97. bMishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. Educational Research Review, 29, 100307.	Evidence indicates that: • Emphasis on building a social network as part of successful transition • Strong social network is positively associated with social capital and academic success • Providing students opportunities for on campus, networking and socialising can enhance student experience
Strategy to ensure diverse role model representation of industry speakers, masterclasses mentors etc.	Consultation with industry partners re. EDI/CSR commitments. Access to role models through industry networks and mentoring.	TASO evidence toolkit on post-entry programmes of student support: https://taso.org.uk/intervention/programmes-of-student-support-post-entry/ TASO evidence toolkit on post-entry mentoring, counselling, coaching and role models: https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/	Evidence indicates that: • student belonging in HE correlates strongly with the experience, nature, and quality of student interactions with staff.

		Student and alumni-led events/societies to celebrate diversity.	Carter, J., D. Hollinsworth, M. Raciti & K. Gilbey. 2018. Academic 'place-making': fostering attachment, belonging and identity for Indigenous students in Australian universities. Teaching in Higher Education, 23(2), pp. 243-260. https://doi.org/10.1080/13562517.2017.1379485 Reddick, R.J. & K.O. Pritchett. 2015. 'I don't want to work in a world of Whiteness:' White faculty and their mentoring relationships with Black students. The Journal of the Professoriate, pp. 54–84. https://caarpweb.org/wp-content/uploads/2015/06/8-1_Reddick_p54.pdf Blake, S., G. Capper & A. Jackson. 2022. Building Belonging in Higher Education. Recommendations for developing an integrated institutional approach. Pearson & Wonkhe. https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf Richards, K., N. Pilcher, L. Galbrun, A. Forster & J. Richards. 2023. Diversity and inclusion in UK Higher Education: staff perspectives on institutional representations and their reality. Research in Post-Compulsory Education, 28(4), pp. 647-669. https://doi.org/10.1080/13596748.2023.2253654 Schneider, M., & Preckel, F. 2017. Variables associated with achievement in higher education: A systematic review of meta-analyses. Psychological bulletin, 143(6), 565-600. https://doi.org/10.1037/bul0000098 Stentiford, L. & G. Koutsouris. 2022. Critically considering the 'inclusive curriculum' in higher education, British Journal of Sociology of Education, 43(8), pp. 1250-1272. https://doi.org/10.1080/01425692.2022.2122937 Advance HE. 2011. Inclusive curriculum design in higher education: Art, Media, and Design. Advance HE. https://documents.advance-he.ac.uk/download/file/document/2754 Austen, L., R. Hodgson, C. Heaton, N. Pickering & S. O'Connor. 2021. Access, retention, attainment and progression: an integrative review of	• targeted inclusion of guest speakers can enhance diversity and representation alongside efforts to diversify staff. • diversity and representation are important for staff as well as students. • choices of teaching methods can significantly affect curriculum inclusivity and student outcomes like retention and attainment, particularly for less advantaged students. • active learning, flexible learning, and peer learning can narrow gaps in student outcomes for less advantaged students. • context, e.g., of the academic subject, is important for understanding and enhancing inclusion. • making curricula in the creative subjects more inclusive involves matching the curricula to students through, e.g., curriculum co-creation, embedding employability, addressing issues of wellbeing.

		demonstrable impact on student outcomes. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/access-retention-attainment-and-progression-review-literature-2016-2021 Johnson, M. D., A. E. Sprowles, K. R. Goldenberg, S. T. Margell & L. Castellino. 2020. 'Effect of a Place-Based Learning Community on Belonging, Persistence and Equity Gaps for First-Year STEM Students', Innovative Higher Education, 45: 509-531. http://doi.org/10.1007/s10755-020-09519-5 Advance HE. 2011. Inclusive curriculum design in higher education: Art, Media, and Design. https://documents.advance-he.ac.uk/download/file/document/2754 Broadhead, S. 2015. Inclusion in the art and design curriculum: revisiting Bernstein and 'class' issues. In: Towards an Inclusive Arts Education. Trentham Books, IOE Press, London. ISBN 9781858566541. https://lau.repository.guildhe.ac.uk/id/eprint/17356/ Boyce, S. 2022. Visualise. Race & Inclusion in Art Education. Call for Evidence. Runnymed & Freelands Foundation. https://assets.website-files.com/61488e50132da098d2dd729b/62c6bf3339659acfccfb61c2_Visualise-Race%20and%20Inclusion%20in%20Art%20Education.pdf	
Financial Support	Bursary Scheme / Financial Assistance Fund. Training for all prospective student facing staff to improve institutional understanding of our financial support offer. Information provision - resources, handouts,	TASO evidence toolkit, on post-entry financial support: https://taso.org.uk/intervention/financial-support-post-entry/ Nursaw Associates. 2015. What do we know about the impact of financial support on access and student success? OFFA. http://hdl.voced.edu.au/10707/382381 Murphy, R. & G. Wyness. 2015. Testing Means-Tested Aid. CEP Discussion Paper No 1396, Centre for Economic	Evidence indicates that: • providing financial support in the form of grants, bursaries, scholarships, and fee-waivers impacts recipient outcomes, e.g., continuation and completion rates, but may be less effective at improving attainment rates. • bursaries and fee waivers may be

	prospective student-facing presentations.	Performance. https://core.ac.uk/download/pdf/35438856.pdf	particularly effective for improving continuation.
		Harrison, N. & R. Waller. 2017. Success and Impact in Widening Participation Policy: What Works and How Do We Know? Higher Education Policy 30(2), pp. 141-160. https://link.springer.com/content/pdf/10.1057/s41307-016-0020-x.pdf	• receipt of financial support can improve the ability to focus on studies, the social life and sense of belonging and mattering of students, the building of social networks, and the development of self-esteem; it reduces also the need to work in term time.
		OfS. 2020. Understanding the impact of the financial support evaluation toolkit: Analysis and findings. https://www.officeforstudents.org.uk/media/474c9580-e99a-4d24-a490-3474e85ae199/financial-support-evaluation-report-2016-17-2017-18.pdf	• to achieve such benefits, it is necessary to implement consistent identification and targeting of the support at students who are most at risk.
		Harrison, N., S. Davies, R. Harris & R. Waller. 2018. Access, participation and capabilities: theorising the contribution of university bursaries to students' wellbeing, flourishing and success. Cambridge Journal of Education. https://doi.org/10.1080/0305764X.2017.1401586	
		Thomas, L. 2012. Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention & Success programme Summary Report. Paul Hamlyn Foundation. https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf	In our model of Financial Support, we will: • provide targeted bursaries and hardship funds to disadvantaged students.
		Hordosy, R., T. Clark & D. Vickers. 2018. Lower income students and the 'double deficit' of part-time work: Undergraduate experiences of finance, studying, and employability. Journal of Education and Work 31(4):1-13. DOI:10.1080/13639080.2018.1498068	guide students through the process for accessing SFE loans and grants for tuition fees and maintenance.
		Kaye, N. 2021. Evaluating the role of bursaries in widening participation in higher education: a review of the literature and evidence, Educational Review, 73:6.	

		https://doi.org/10.1080/00131911.2020.1787954	
Open Days and Offer Holder Days	Event for offer holders to meet with potential future peers, experience taster lectures, meet academic and support staff, targeted support for parents/supporters.	Haynes, G., McCrone, T., & Wade, P. (2013). Young people's decision-making: The importance of high-quality school-based careers education, information, advice and guidance. *Research papers in education*, *28*(4), 459-482 Great Britain. Department for Children, Schools and Families (DCSF). (2009). Quality, choice and aspiration: a strategy for young people's information, advice and guidance... Thompson, D. W. (2020). Aspirations and ambiguities–the need for focused IAG for school pupils considering progression to higher education (HE). *Journal of Further and Higher Education*, *44*(7), 911-924. Wyness, G. (2017). Rules of the Game: Disadvantaged Students and the University Admissions Process. *Sutton Trust*. McGrath, S., & Rogers, L. (2021). Do less-advantaged students avoid prestigious universities? An applicant-centred approach to understanding UCAS decision-making. *British Educational Research Journal*, *47*(4), 1056-1078. Reichard-Brown, J. L., Wood-Hill, L. A., & Watts, E. M. (2020). Advising and mentoring disadvantaged students through the medical school admissions process: When students don't know what they don't know. In *Handbook of research on the efficacy of training programs and systems in medical education* (pp. 52-70). IGI Global. McCabe, C., Keast, K., & Kaya, M. S. (2022). Barriers and facilitators to university access in disadvantaged UK adolescents by ethnicity: a qualitative study. *Journal of Further and Higher Education*, *46*(10), 1434-1446.	Students need IAG to make effective decisions about their education. First generation students often receive less parental support and guidance than other students
Transition to L4	Student's Union led workshops for students in term 1 to encourage societies and peer networking. Resources co-created with students e.g. budgeting tips, managing assignment expectations.	TASO evidence toolkit on post-entry programmes of student support: https://taso.org.uk/intervention/programmes-of-student-support-post-entry/ Gorard, S. 2006. Review of widening participation research: addressing the barriers to participation in higher education. A report to HEFCE by the University of York, Higher Education Academy and Institute for Access Studies. https://dera.ioe.ac.uk/6204/1/barriers.pdf Perrine, R. M. & J. W. Spain. 2008. Impact of a Pre-Semester College Orientation Program: Hidden Benefits? Journal of College Student Retention: Research, Theory & Practice, 10(2), 155–169. https://doi.org/10.2190/CS.10.2.c	Evidence indicates that: • support programmes before and during the first year in HE can have small positive effects on continuation and belonging. • providing support during application, pre-enrolment, and through a structured induction impacts positively on

		Beard, L.M., K. Schilt & P. Jagoda. 2023, Divergent Pathways: How Pre-Orientation Programs Can Shape the Transition to College for First-Generation, Low-Income Students1. Sociol Forum. https://doi.org/10.1111/socf.12923 Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Donaldson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. Advance HE. https://documents.advance-he.ac.uk/download/file/document/10204 Blake, S., G. Capper & A. Jackson. 2022. Building Belonging in Higher Education. Pearson & WonkHE. https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf Tinto, V. 2003. Learning Better Together: The Impact of Learning Communities on Student Success. Higher Education Monograph Series. Kift, S. 2015. A decade of transition pedagogy: A quantum leap in conceptualising the first-year experience. HERDSA Review of Higher Education, 2(1), pp. 51-86. http://www.herdsa.org.au/system/files/HERDSARHE2015v02p51.pdf Davison, E., R. Sanderson, T. Hobson & J. Hopkins. 2022. Skills for Success? Supporting transition into higher education for students from diverse backgrounds. Widening Participation and Lifelong Learning, 24(1), pp. 165-186. https://eprints.lincoln.ac.uk/id/eprint/49341/ Hamshire, C., R. Forsyth & C. Player. 2018. Transitions of first-generation students to higher education in the UK. In: Understanding Experiences of First-Generation University Students: Culturally Responsive and Sustaining Methodologies. Bloomsbury Publishing. Hurtado, S., J.C. Han, E., V.B. Sáenz, L.L. Espinosa, N.L. Cabrera & O.S. Cerna. 2007. Predicting transition and adjustment to college: biomedical and behavioral science aspirants' and minority students' first year of college. Research in Higher Education, 48(7), pp. 841–887. https://doi.org/10.1007/s11162-007-9051-x	continuation and can have a small positive uplift on student attainment in the first year. • pre-arrival support, academic induction, personal tutoring are effective approaches for increasing staff-student and student-student interactions and through that, students' sense of mattering and belonging. • orientation and induction programmes can boost development of peer capital and self-advocacy skills by disadvantaged students (e.g., first-in-the-family; low family income). • belonging to a learning community correlates positively with aspirations and motivation, expectations of oneself, and academic achievement, particularly for less advantaged students. • belonging to a course, subject, and HE provider can demonstrably affect students' transition, engagement, self-efficacy, satisfaction, retention, and attainment.

		Wilson, D., D. Jones, F. Bocell, J. Crawford, M.J. Kim, N. Veilleux, T. Floyd-Smith, R. Bates & M. Plett. 2015. Belonging and Academic Engagement Among Undergraduate STEM Students: A Multi-institutional Study. Research in Higher Education, 56(7), pp. 750–776. https://doi.org/10.1007/s11162-015-9367-x Freeman, S., D. Haak & M. Wenderoth. 2011. Increased Course Structure Improves Performance in Introductory Biology. CBE Life Sciences Education, 10 (Summer), pp. 175–186. https://doi.org/10.1187%2Fcbe.10-08-0105 Zumbrunn, S., C. McKim, E. Buhs, & L. Hawley. 2014. Support, belonging, motivation, and engagement in the college classroom: a mixed method study. Instructional Science, 42(5), pp. 661–684. https://doi.org/10.1007/s11251-014-9310-0 Pedler, M. L., R. Willis & J. E. Nieuwoudt. 2022. A sense of belonging at university: student retention, motivation and enjoyment, Journal of Further and Higher Education, 46(3), pp. 397-408. https://doi.org/10.1080/0309877X.2021.1955844 Ahn, M. Y. & H. Davis. 2023. Students' sense of belonging and their socio-economic status in higher education: a quantitative approach. Teaching in Higher Education, 28(1), pp. 136-149. https://doi.org/10.1080/13562517.2020.1778664 Hockings, C. 2010. Inclusive learning and teaching in higher education: a synthesis of research. EvidenceNet HEA. https://rb.gy/pew2d2	
Personalised and sustained support	Review of personal tutoring to include tailored pastoral and transition to HE support in term 1 of Level 4. Academic Support Workshops. Support services will be continuously improved using findings from	Ryan, M. P., & Glenn, P. A. (2002). Increasing one-year retention rates by focusing on academic competence: An empirical odyssey. *Journal of College Student Retention: Research, Theory & Practice*, *4*(3), 297-324. Nicholson, L., Putwain, D., Connors, L., & Hornby-Atkinson, P. (2013). The key to successful achievement as an undergraduate student: confidence and realistic expectations. *Studies in higher education*, *38*(2), 285-298. Macaskill, A., and E. Taylor. 2010. The development of a brief measure of learner autonomy in university	• Students may have unrealistic expectations about the academic nature of higher education so providing a space to address this in Level 1 is crucial. • Failure to effectively manage student expectations can lead to drop out

	ongoing monitoring and evaluation.	students. Studies in Higher Education35, no. 3: 351–59 Fazey, D., & Fazey, J. (2001). The potential for autonomy in learning: Perceptions of competence, motivation and locus of control infirst-year undergraduate students. Studies in HigherEducation,26(3), 345–361 Pitkethly, A. & Prosser, M., 2001, 'Thefirst year experience project: a model for university-wide change', Higher Education Research andand Development,20(2), pp. 185–98	• Students' ability to develop academic competence / or an institution's ability to support can be crucial to retention • Independent learning is a crucial component of HE level education, but what this means is often not (made) clear to students

Fees, investments and targets
2025-26 to 2028-29

Provider name: Point Blank Limited

Provider UKPRN: 10019178

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	3-year Degree delivered at the London campus	N/A	9250
First degree	3-year Degree delivered online	N/A	6000
Foundation degree	*	N/A	*
Foundation year/Year 0	Delivered at the London campus	N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	All Cert HE except Radio delivered at the London campus	N/A	9250
CertHE/DipHE	Radio Course & all Cert HE online course	N/A	6000
Postgraduate ITT	*	N/A	*
Accelerated degree	2-year Degree delivered at the London campus	N/A	11100
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets
2025-26 to 2028-29

Provider name: Point Blank Limited

Provider UKPRN: 10019178

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£131,000	£138,000	£142,000	£147,000
Financial support (£)	NA	£196,000	£253,000	£302,000	£314,000
Research and evaluation (£)	NA	£62,000	£65,000	£67,000	£69,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£42,000	£44,000	£46,000	£47,000
Access activity investment	Post-16 access activities (£)	£73,000	£77,000	£79,000	£82,000
Access activity investment	Other access activities (£)	£16,000	£17,000	£17,000	£18,000
Access activity investment	**Total access investment (£)**	**£131,000**	**£138,000**	**£142,000**	**£147,000**
Access activity investment	*Total access investment (as % of HFI)*	5.1%	4.8%	4.6%	4.5%
Access activity investment	*Total access investment funded from HFI (£)*	£131,000	£138,000	£142,000	£147,000
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£184,000	£240,000	£288,000	£299,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£12,000	£13,000	£14,000	£15,000
Financial support investment	**Total financial support investment (£)**	**£196,000**	**£253,000**	**£302,000**	**£314,000**
Financial support investment	*Total financial support investment (as % of HFI)*	7.6%	8.8%	9.8%	9.7%
Research and evaluation investment	Research and evaluation investment (£)	£62,000	£65,000	£67,000	£69,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	2.4%	2.3%	2.2%	2.1%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Point Blank Limited

Provider UKPRN: 10019178

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTA_1														
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the gap in the achievement of 'good degree outcomes' between students from the global majority and their white peers	PTS_1	Attainment	Ethnicity	Not specified (please give detail in description)	White	Target group will include all ethnities within the global majority (i.e. Black, asian, mixed, other). Baseline data relates to APP dashboard 4-year aggregate figures.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	13.3%	12%	10.5%	9%	7.5%
To reduce the continuation gap between students from the global majority and their white peers	PTS_2	Continuation	Ethnicity	Not specified (please give detail in description)	White	Target group will include all ethnities within the global majority (i.e. Black, asian, mixed, other). Baseline data relates to APP dashboard 4-year aggregate figures.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	8.8%	7.5%	6.5%	6.0%	5%
To reduce the completion gap between students from the global majority and their white peers	PTS_3	Completion	Ethnicity	Not specified (please give detail in description)	White	Target group will include all ethnities within the global majority (i.e. Black, asian, mixed, other). Baseline data relates to APP dashboard 4-year aggregate figures.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	21.4%	20.4%	19%	17.5%	15%
To eliminate the continuation gap between students from the most socioeconomically disadvantaged backgrounds (IMD Q1), compared to students from the least socioeconomically disadvantaged backgrounds (IMD Q5) by 2028-29	PTS_4	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Baseline data relates to APP dashboard 2-year aggregate figures.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	5%	4%	3%	1.5%	0%
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														

	PTP_9												
	PTP_10												
	PTP_11												
	PTP_12												